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ABSTRACT

Papers and summaries of workshop presentations from the fortieth annual meeting of the Association for Continuing Higher Education are compiled in this publication. The four major addresses include: "Public Policy and Lifelong Learning--How the Government Views Continuing Education" (Lloyd Davis): "The Past Is Prologue--The First Forty Years: Implications for the Future" (Lewis C. Popham): "Professional Development: Human and Material Resources" (Joseph P. Goddard): and "Thomas Jefferson As Adult Educator" (Saul Padover). Topics discussed include federal expenditure for lifelong learning programs, the historical evolution of continuing education, continuing professional development, and the impact of Jeffersonian ideals on higher education. Workshop topics include: grants, lobbying, financial aid, government relations, program development, management by objectives, teaching methods, professional development, career development, educational administration, and characteristics of the adult learner. An extensive appendix of Association information is included. (SF)

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Association for Continuing Higher Education

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

---Aims and Purposes---

The Association was founded in 1939 to provide a forum for administrators of university evening programs. In 1973 the Association took a major step forward by changing its name and Constitution. This change provides for recognition of the total field of adult learning in higher education and emphasizes a broader educational base of programming for adults. In its brief life span, the Association has experienced remarkable growth and maturity. From an original thirty-three members, it has increased six-fold and has expanded various classes of membership. The organization continues to provide an excellent forum for continuing education administrators, thus enabling them to come to grips with practical problems, but it now assumes a more ambitious role. As an acknowledged and respected spokesman of continuing higher education, ACHE dedicates itself to the encouragement and support of quality education programs for adults. Cooperation with other groups and national organizations will be strengthened and support will be given to legislative assistance in the furtherance of its goals. ACHE seeks and exerts an active leadership role in the changing pattern of American higher education.

Howell W. McGee, Executive Vice-President
Association for Continuing Higher Education
University of Oklahoma
Norman, Oklahoma 73609

LOOKING TOWARDS THE TWENTY-FIRST CENTURY : CONTINUING EDUCATION COMES OF AGE

PROCEEDINGS

OF THE

FORTIETH ANNUAL MEETING

ASSOCIATION

FOR

CONTINUING HIGHER EDUCATION

FORT WORTH, TEXAS

NOVEMBER 5 - 8, 1978

JOSEPHINE P. MEEKER
BROCK UNIVERSITY
editor

PREFACE

Just as Fort Worth, Texas, where the Chisholm Trail began, opened up new ventures to the cattlemen and settlers of the south, so also did it provide a beginning of new ventures for the three hundred members of the Association for Continuing Higher Education. Representatives of one hundred and sixty-eight institutions from the United States and Canada were welcomed by Dr. Leslie Jacobson, Dean of Continuing Education at Brooklyn College, who said:

> *Inasmuch as we are looking toward the 21st Century, I would like to say, Welcome Futurists! And, I would also like to invite all of you to share an optimistic vision of our educational future as Persons Committed To Continuing Higher Education. However, there is always the dim view of the future, any future. It has been said by one wag that: The Past is gone; the Present is full of confusion; and, the future scares the hell out of me. (David Lewis Stein). Robert Fulford was heard to declare, I have seen the future and it doesn't work. Paul Valery has observed that the future is not what it used to be, and no less a personage than Abraham Lincoln declared that the best thing about the future is that it comes one day at a time.*
>
> *On the other hand, Confucious warns that if a man takes no thought about what is distant, he will find sorrow near at hand and Ortega y Gasset tells us that Life is a series of collisions with the future; it is not a sum of what we have been but what we yearn to be.*
>
> *And, speaking about the future, are we not told on all sides that Continuing Higher Education is the "Wave of the Future" - with college presidents salivating at the thought of increasing their enrollments thereby, in a time when attendance by recent high school graduates has declined?*
>
> *Your Program Committee has worked diligently and thoughtfully to help us make this prognostication come true by providing you with many opportunities to share heightened purposes, imaginative strategies, effective tactics, and just plain good talk in our general sessions and in the various workshops.*
>
> *I invite you all to participate vigorously and joyfully in our activities in a manner recommended by Albert Camus: Real generosity toward the future consists in giving all to what is present.*
>
> *Welcome to the fortieth Annual Meeting of ACHE.*

During the four-day session, led by representatives of government, business and education, we did take a diligent and honest look at the past, and at the possibilities of what we may and should face in the future. This Proceedings is a brief record of our deliberations.

Josephine P. Meeker
Brock University
Editor

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PART ONE

ADDRESSES

PUBLIC POLICY & LIFELONG LEARNING - HOW THE GOVERNMENT VIEWS CONTINUING EDUCATION

PRESIDING: *President James McBride, Executive Director, Canadian Bureau for International Education*

SPEAKER: *Dr. Lloyd Davis, Executive Director, National University Extension Association*

RECORDER: *Dr. Clarence H. Thompson, Editor, Continuing Higher Education*

I am indeed honored to be invited to give a major presentation at the annual meeting of the Association for Continuing Higher Education and I appreciate the opportunity to talk with you about a subject close to my heart and close to the interests of ACHE and NUEA.

Those of you who had expected to have in this spot today, Vice-President Mondale, will be disappointed. But, I may perhaps say more about the public policy on Continuing Education than he. After all, this Administration has not yet decided what its policy on Continuing Education is.

To discuss the subject, Public Policy and Lifelong Learning - How the Government Views Continuing Education, is not an easy task in the time available, and, therefore, my presentation will neither be so thorough nor so complete as I would like. I would like at least to have taken time to find some good quotations so as to demonstrate the academic quality of this performance - at least to quote myself - which I have not found time to do.

Briefly, this is what I plan to do. First, I will talk a little about the problems in trying to define and identify the public policy on anything and determing how the government views anything, particularly Continuing Education. Secondly, I would like to define what I think are some parts of the public policy and government attitudes; and, thirdly, I would like to talk with you briefly about how we might work together to bring about some changes in the public policy.

I feel somewhat inadequate for the task. I am sure that in this distinguished audience there are at least fifty people with Ph.D's in political science and/or public administration who are very well prepared academically for a very good analysis of this subject. I am but an economist who is twenty-five years out of the practice of economics. My qualifications lack the kind of academic credentials some of you might provide to this task.

My training for this task comes from twenty years in Washington employed by the federal government and then by the National University Extension Association in which I have been a full-time student in the school of hard knocks. It is from the lessons learned in that school that I speak.

In my dictionary, one of the definitions of policy is this, "A course or line of action adopted and pursued by a government". There are many declarations of policy in legislation. Frequently, the actual courses or lines of action are not consistent with the declarations I propose that the actual courses of action pursued are real policy, more so than such declarations. I shall talk about public policy as revealed in the lines of action.

As we talk about action adopted and pursued by government, we must discuss the actions of Congress in enacting legislation and in financing it, and the actions of the government agencies in administering that legislation and in proposing congressional action. Of course, these actions by Congress and by the Executive Agencies with respect to continuing education are at least, in part, the result of how the people in the government agencies and the Congress view continuing education, and so the two parts of the title of this presentation are tied together.

One can not generalize about how people in the government agencies and the Congress view continuing education. If you were to ask these people what continuing education is, you probably would not find a handful with much knowledge about the subject. In Washington among the staffs of the federal agencies and the congressional offices, there are thousands of people who are taking continuing education courses presented by the local universities, the Smithsonian Institution, the USDA Graduate School, and about 40 other universities that have branches operating in the District. There are numerous people in these agencies and among the members of Congress who have obtained degrees in evening programs. There are many thousands in this group who have experienced continuing education in other ways. I would guess, however, that most of them would not recognize many of these experiences as having been covered by the term continuing education. I expect that, like the blind men who went to see the elephant, the attitudes of each toward continuing education would depend to a large extent on the particular kinds of continuing education activities that each has touched.

I would like to spend a few minutes discussing some features of the Congress and the Executive Branch that affect their attitudes toward continuing education.

The members of Congress are, of course, very individual - 536 different people - each with individual sets of experiences and values and each with his or her own point of view. They probably represent about the same variety you would have if you randomly selected from the population a large group of lawyers, a handful of successful farmers, and added a pinch of labor leaders, college professors and people from a variety of other walks of life. Most of the work of the Congress is done in its 327 committees and sub-committees, each member serving on two or more committees, perhaps as many as a dozen sub-committees. Various combinations of the members make up the various committees and sub-committees, so the views of these committees reflect the views of the individuals who happen to serve on them. The members of each committee must respect the expertise and work of other committees if they are to expect others to accept the work of their committee. Attitudes of Congress expressed in legislation and appropriations reflect to a considerable degree the attitudes of the members of the particular committees and sub-committees that originate each piece of legislation, and particularly the views of the chairmen.

This, of course, oversimplifies the situation. Each member of Congress must depend on his staff for information, analysis and advice. The work of the committee's staff determines to a considerable extent what the committee does. The staffs too vary in their knowledge of and attitudes towards continuing education programs.

Relationships between a committee and the agency for which it has jurisdiction vary considerably, from hostility to very close coordination. In any case, the attitudes of committee members and staff members is bound to be affected by attitudes of officials in the agencies with which the committee works, and vice versa. Of course, the members of Congress constantly react to the attitudes of their constituents

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and to public interest groups, each with its own axe to grind, and its own views of appropriate public policy. Thus, there is constant interaction among committee members, committee staff, constituents, public interest groups, and agency personnel. The Acts of Congress represent combinations of the points of view of all of these groups.

In this environment we should not be surprised if the various Acts of Congress provide for widely varying roles for universities and varying relationships between government and universities. The fact that there are so many federal programs that provide funds for some kind of continuing education, says that within the Congress and the Executive Branch there are many people with a general understanding of potential contributions of universities through continuing education.

I would like to make another observation related to our subject. Each committee and subcommittee of Congress has enough to do within its own jurisdiction, and it does not pay a committee chairman to stray very far from his jurisdiction. We must expect legislation having to do with environmental problems to be handled by congressional committees having jurisdiction for programs directed at environmental problems, and this includes continuing education programs dealing with environmental problems. We could say the same for problems in the use of energy and a variety of other fields. This principle is even more compelling when applied to appropriations, particularly since in our existing system there are limitations imposed on the appropriations that may be generated by each sub-committee. There are more needs and demands for funds within the jurisdiction of each sub-committee than it can possibly serve. No sub-committee is going to provide much money to any program that does not provide rather strong assurance of making important contributions to high priority missions within the jurisdiction of that sub-committee or serving needs of constituents that are important to that sub-committee. The result of this is that continuing education programs related to environmental problems, energy problems, needs of small business, and so on, are not served very well through education committees. Rather, each of these needs for continuing education is served attention through those other committees, if at all. Of course the potential role of continuing education in relation to each of the committees gets somewhat different attention, by the different committees, if any attention at all.

This gets me back to how continuing education is seen within the Executive Branch of government. Each agency of government is oriented to particular missions, particular sets of goals, and has its own constituencies. Within each agency there is a variety of kinds of programs to help achieve its particular goals - regulatory programs, incentives, subsidies, loans, grants, and, at least to some degree, education efforts supporting the achievement of those goals.

There are a number of factors that have important effects on the attitudes of the people in the Executive Branch toward educational approaches to problem-solving and goal achievement. One of these is the fact that the President is elected every four years. There is a constant need for progress now, progress that can be reported to the people and that will be useful in the re-election of the President. We all know that educational programs directed at helping people to acquire and apply knowledge and to take constructive action with respect to national problems are slow in their achievement. It is difficult to chalk up a big record of progress made through the diffused actions of millions of people that result from improved understanding and knowledge, and so, almost invariably, there is a strong emphasis on types of programs other than education, even though in the longer run educational approaches might be more productive in real and lasting progress.

There is another subtle kind of thing that affects attitudes towards continuing education. You may know that within your university there are people who think that the staff of the university has the solutions to most of the problems of the world. They know what people ought to do. This seems to be a normal tendency in large organizations that are mission-oriented. If one is in government in a central location with a concern for an important set of problems in the country it is difficult to avoid thinking that you and your staff know the answers, know what people ought to do, know what government ought to do, and it is difficult to avoid having little faith in or patience with public educational efforts to strengthen the abilities of the people to make sound decisions. This seems to be a pervasive disease of government that affects attitudes toward many kinds of continuing education.

I would like to talk more specifically about the public policy towards continuing education. But first, let me put this public policy in a broader policy perspective - in the perspective of federal policy with respect to education; looking at policy in terms of major streams or courses of action over time, rather than in terms of specific acts and events. First of all, in the elementary and secondary field there has been very little federal involvement, except mainly in support of vocational education, until the early 1960's. Since that time, there have been many acts involving large volumes of federal money, that were directed mainly at improving the quality of elementary and secondary education or improving services to specific disadvantaged groups. In fact, you could say that the federal policy in elementary and secondary education is the encouragement of elementary and secondary education at the local level to improve in quality and service to a multitude of disadvantaged groups.

In higher education, the federal policy goes back much further to one of the early major steps in federal policy - the Morrill Act of 1862 - establishing the Land Grant System. It was clear, by this Act, that federal policy was to provide for low-cost educational opportunities for the masses and to deal with the practical needs of people. This policy has been maintained for over a century.

For a long time, also, an important part of our policy has been the encouragement of private philanthropy, and the development of private or independent educational institutions and, through them, to assure a diversity of educational opportunities.

Other important policies include: the development of universities as scientific research resources for the nation; the support of research and education that serves national needs; the support of educational institutions as a knowledge source for the broader development of public policy. More recently the public policy has provided financial support of higher education facilities and, very recently, direct aid to support students in higher education. This is the context of the broader public policy in which I would like to discuss the specifics of policy for Continuing Education and Lifelong Learning.

I would like to classify continuing educational activities in terms of goals and objectives rather than delivery systems subject matter or on some other basis. By such a classification I am really describing segments of the public policy with regard to continuing education.

My first category is education and training to reduce the problem of unemployment. You are acquainted with a series of acts in recent years that have provided programs and funds for the training of the unemployed. This included the Manpower Training and Development Act passed during the Kennedy Administration, the Job Corps, CETA, and a number of other Acts. In general, these programs have been enacted in times of crisis, when we have had high levels of unemployment. Major emphasis has generally been on putting people to work now! In these programs there has been some emphasis on education and training to help people escape from their unemployed status. Serving the basic educational needs of the unemployed, however, has generally been a secondary or tertiary objective. These manpower programs are currently accounting for very large federal expenditures. There are no reliable data to tell us just how much of the money has gone into education and training. On the whole the emphasis is on training in basic skills to prepare people immediately for entry level jobs, with very little emphasis on the broader educational needs of the unemployed. There has been essentially no emphasis on public educational programs that might lead to constructive individual and public action that might contribute to more basic fundamental changes in our economy to help overcome our persistent unemployment problems. Since most of this education and training has not been at the university level. I will go on to my second category. But, first, let me say that it is clearly the public policy to support education to help the unemployed get jobs.

My second category of continuing education is a group of programs that say it is the public policy to help needy people study to obtain college degrees and certificates. You are acquainted with the Veterans' Education programs. The basic goals in those have been to help veterans make the transition to civilian life, to help compensate them for time lost from their civilian careers and to reward them for important personal sacrifices to the Nation in its time of critical need. These programs have at their peak used several billions of dollars per year. If our subject were "Adult Education" we would have to agree that all of these people served are adults, and that all this money has been spent for adult education, but we are discussing continuing education and if continuing education is the education of adults who are studying on a part-time basis, then only a part of this program has been within the scope of our interest. We have no data to tell us the amount of the funds that have been devoted to continuing education within this Veterans' Program. It appears to me that continuing education of full-time students and of part-time students in Veterans' Programs have had about equal and fair emphasis. The continuing education of veterans has been supported with large amounts of federal funds and served millions of people.

As veterans' education programs are declining because of the declining number of veterans who are eligible to participate, the Student Assistance programs provided under Title IV of the Higher Education Act are expanding to support a larger number of students. I am sure you are aware that it has not been the public policy to provide much support to continuing education students through the BEOG's, SEOG's and Student Loan Programs.

The legislation for these programs provides that a student to be eligible for financial assistance must be enrolled at least half-time, cutting out a lot of continuing education students. In the BEOG program one cannot get assistance for more than a five year period, and so that eliminates service to continuing education students. These provisions in the law make it difficult for continuing education students to receive support and eliminate from the public policy support for many. But, this discrimination against the adult part-time student in the law is small compared to the discrimination in the administration of these programs.

The regulations distinguish between dependent students and independent students. The dependent student is the typical 18 to 22 year old college student dependent for support on his or her parents. The independent students are those people who are on their own, with their own family responsibilities. Under the regulations, the independent students have been expected, before being eligible for any student aid, to devote a much higher percentage of their incomes to education expenses compared to the parents of dependent students. They have been expected to cash in and use a much higher percentage of their assets on education than have the parents of dependent students. There are other differences in the procedures that favor the dependent student.

For example, take a family of three, with net assets of $10,000 and a family income of $12,000. If the child is the student, the family has been expected to contribute $698 towards the cost of education, but if one of the parents is the student, the family is expected to contribute $3,008 to the cost of education. Let me illustrate the public policy with some hypothetical families. Let's say we have a father making $10,000 a year and he has two sons. The first son is 25 years old. When he graduated from high school he was not motivated to go on to college, he took a job in a local gasoline station, is now married and has one child. He wants to go to college

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to get a degree through one of your continuing education programs to escape from this trap he is in. He finds that he is not eligible for any kind of student aid. Now his younger brother is 18, just finished high school, and finds that he is eligible for the maximum amount of federal student assistance. The older brother logically asks, "Where is the justice in this?"

Let me take another case - two families of three people, both with incomes of $8,000 a year. Each family consists of a divorced mother and two children. In one case the child wants to be a student, in the other case the mother wants to be a student. The child can get all kinds of student aid, the mother can get none. These programs say that it is the public policy to support the cost of education of people who have just finished high school, but, not to support the cost of the same education for those who have been out in the world awhile and have come to realize the value of education. This policy says that it is more in the public interest to educate the 18-22 year old than it is the 30 year old mother who wants to earn a decent income so she can educate her children; or, to educate an 18 year old rather than his older brother who wants to escape through education, a dull, unproductive, low paying vocation. These programs say that it is not the policy to support the education of people who are unable to take one-half of a full course load. I challenge such a view of the public interest, as would most of the public, if they understood the issue. However, this has been the public policy as determined in part by the Congress and in part by the agencies responsible for administering the laws. The Middle-Income Student Assistance Act passed by the recent Congress partially rectifies this discrimination against the adult independent student. Through that act the Congress has declared a change of policy in favor of more equitable treatment for the adult, but much remains to be done before we have established a national policy of equal treatment for adult part-time and regular full-time students. Why does the public policy not provide equal treatment to dependent and independent student families, for part-time and full-time students? I think the answer is clear. The situation is in part due to the values and biases of those who enact and administer the programs and in part to the fact that the adult, independent, part-time students have not expressed their needs nearly so effectively, as have the parents of dependent students and the organizations that speak for them.

During the next year, as the Higher Education Act is reauthorized by Congress, there is a real opportunity for Congress to revise the public policy to provide equal treatment to dependent and independent families of full-time and part-time students. We, who serve adult part-time students, have a responsibility to help them make their needs known, to make an important contribution to the development of public policy. NUEA has decided to accept this responsibility, we seek and invite the cooperation of those of you in ACHE.

My third category is a group of programs that say it is the public policy to support continuing education programs to help specific categories of people acquire knowledge to enable them to do something that will help achieve some national program goal. There are perhaps a hundred programs under which funds are currently provided for continuing education in this category, that have originated in nearly every committee of Congress and are administered by almost every department of the Federal government. Let me just list a few examples that are probably familiar to you: the program of the Cooperative Extension Service (or Agricultural Extension), with a budget of about $275 million of federal appropriations aimed at improving the ability of our nation to produce an adequate supply of low-cost high-quality food and fiber, to use our natural resources more effectively and to improve the quality of rural life; educational programs on military bases for active duty personnel directed basically at improving the efficiency and the effectiveness of our military services; about 20 different programs in HEW directed at helping teachers improve the quality of elementary and secondary education; programs of the National Science Foundation to improve the teaching of science in our elementary and secondary schools; Title XX of the Social Security Act under which funds are available to train social workers to do their jobs more effectively; a number of programs of HEW provide continuing education for health personnel; programs under the Inter-Governmental Personnel Act for the education of local officials directed at improving the quality of administration of local government; programs under the Law Enforcement Assistance Administration for law enforcement officials to improve the quality of local police forces; and so on through many departments of government.

No one knows how much money in total supports continuing education through these programs. The budgets and the financial accounting are not organized so that the amounts can be identified.

A year ago, the Congress adopted a new program to provide an Energy Extension Service. This year the Congress nearly passed a special extension program for operators of small business. Almost annually another program of this nature is adopted. There are numerous other programs in addition to these with special legislation where administrators of the federal program have freedom and flexibility to use funds for education when they can be convinced that this use of their funds will be effective in achieving their missions and goals. The reason we have these programs is fairly clear. Someone in the executive agency involved, or the congressional committee involved, or both, has believed that such an educational approach would contribute to achieving the goals with which that agency or the committee was concerned. For such programs to grow and prosper there is a need for evidence that the educational approach is indeed effective and an efficient use of funds. It is necessary to have a group of constituents who appreciate the benfits of the programs, that is willing to speak up in its support. It requires someone in the Executive Branch who believes in continuing education and fights for it. The fact that there are large numbers of these programs, many of them poorly financed to be sure, speaks for the fact that there are large numbers of people in the Congress who see important roles for continuing education in relation to national needs, goals and problems. But, if you look at the lack of funding of these programs in relation to their potential contributions to the nation, the levels of understanding and support are much less impressive. Also, it you look at the unserved areas, the national problems and needs where such continuing education could make important long run contributions, you see something like a patchwork quilt, but, with more holes than patches, scarcely enough patches to hold it together.

To meet this need, NUEA proposes to encourage the Congress to pass new legislation under which many of the unserved areas could be served, without adopting new legislation every time a new need is recognized.

I have a fourth category, programs oriented to the use of particular delivery systems or a particular subject matter. You could immediately think, of course, of the Corporation for Public Broadcasting and the Public Broadcasting Service, the National Endowment for the Humanities, the National Endowment for the Arts, Title I of the Higher Education Act, and the Adult Basic Education Act and so on.

This is really my catch-all category for those things that did not fit the other categories. Much of what I have said about my third category applies to these programs. I will not take time to discuss the special policy and views they represent. There is a new policy, adopted by the recent Congress, which says that it is now the policy to not tax the individual for the cost of education paid by the employer regardless of whether or not that education is related to the persons present job. And that is a major change of policy which I think, should have significance in your programs, particularly where there are large employers in your area who are paying educational expenses.

One way to measure the public policy and the views of government is to look at where it puts its money. It is easy to pass laws providing benefits but it is harder to get appropriations. We do not have the data, unfortunately, to tell what the total

Federal expenditures in these programs I have been discussing. If we did have it, I think we would be impressed by the extent of federal support of lifelong learning and continuing education. The magnitude of these sums certainly says that the continuing education of certain categories of adults for certain purposes is an important public policy. If we could look into these programs in detail, with knowledge about the contributions that continuing education can make to society, we would all agree that the unmet needs are far greater than the needs being served. We probably also would find that this patchwork quilt of programs is probably not the most effective or efficient way of supporting continuing education in our society.

All of this imposes upon those who understand the potential contributions of continuing education to our nation, an important responsibility - a responsibility to make those potentials known, a responsibility to help the ultimate determiners of public policy - the American people - express their needs and interests and contribute effectively to the further development of courses of government action that serve the nation through continuing education.

Let us all work together in this cause.

THE PAST IS PROLOGUE - THE FIRST FORTY YEARS: IMPLICATIONS FOR THE FUTURE

PRESIDENT-ELECT'S ADDRESS

***Lewis C. Popham 3rd*

PRESIDING:***James R. McBride, President of ACHE*

It is a genuine pleasure to be here in the great state of Texas. It is an honor to assume the Presidency this week of this Association and I thank the members of the Association very much for the faith that they have placed in me.

The topic of my talk is "The Past is Prologue - The First Forty Years: Implications for the Future". So, I thought I would go back a bit and look over some of the events of the past forty years and see what the future holds for us.

If we had been meeting forty years ago, back in 1938, we would have found some different sports scores. For example, in that year, the highest ranking team was here at Fort Worth, Texas - it was Texas Christian University. Fortunes, I understand, have changed. Also, looking back at the sports records for that year, I discovered that the University of Tennessee was undefeated. In the following year, not only was Tennessee undefeated, but, the team was unscored upon until they went to a bowl game. And, I also learned that one of the members of that unscored-upon team, was our own Joe Goddard.

I don't know whether Texans know it or not, or the Tennesseeans either, Joe, but, 109 years ago this very day on the banks of the Raritan in New Jersey, the first college football game was played between Rutgers and Princeton. That was the last time anybody ever heard of eastern football!

Forty years ago, if we had been in the State of Texas, the Vice-President of the United States would have been a state resident named "Cactus Jack" Garner, from Uvalde. I remember reading, one time, in a biography of Vice-Presidents - a rather thin book because there has not been too much written about most of them - that he was asked what the Vice-Presidency was like. He is said to have replied that the Vice-Presidency is worth about the same as "a cup of old, warm, Texas spit". At that time, the President of the United States was a New Yorker, Franklin Delano Roosevelt. Now, we have Jimmy Carter from Plains, Georgia. Interestingly enough, forty years ago the President received a salary of $75,000 and the Vice-President received $15,000. Today, the Vice-President receives $75,000 and the President receives $200,000; so the value of the Vice-Presidency has gone up more than the Presidency. At the same time, Mr. President, I discovered that William Lyon MacKenzie King was the Prime Minister of Canada, and he, like Roosevelt, served for a long period of time.

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Forty years ago in Texas the Governor was an amazing character about who I did some reading. His name was "Pappy" Lee O'Daniel and I learned about him long before I came to Fort Worth, because I know that he had made a lot of money selling all sorts of things on radio back in the "thirties".

Yes, we have grown a lot. The city of Fort Worth has grown from a population of 163,000 then to just under 400,000 today. The world has changed. If you want to look at the sad side of it, I saw an ad in a 1939 magazine for a new General Motors car which was selling for $594!

The world has changed. The nation has changed and I have seen a lot of changes in my life. I happen to have been born during the administration of President Calvin Coolidge and that wasn't yesterday. I have seen this area of the country - the so-called "sunbelt" grow very rapidly (the sun-belt is that thing that they tie around the nation and it gets all the fat out of the northeast).

When this organization started, and some of you heard Howell McGee refer to this this morning, it grew out of the Association of Urban Universities. We have grown from that urban base to a base of institutions in every part of the country. Certainly, coming from Oswego, New York, I am not a representative of an urban institution. We have seen our whole profession change greatly as a result of World War II, and, in the post-war years, we have seen all of higher education go through the greatest revolution it has ever experienced. Many veterans came back from overseas desirous of education. We have seen new ways - the growth of television for example - of making education available to the public.

And so, they came back home and went to school. Regretfully, some of their younger brothers in another generation, and some of their sons would go off and fight other wars in other more remote places. But, when all this was transpiring, there was this constant growth in the field of higher education. There was the growth of that facet of higher education in which I spent nearly ten years - that of the community colleges - a unique and significant American activity.

The 1960's brought new problems to each and every campus of this land. In many respects there are those who view the 1960's as a time in which higher continuing education gained, because of the disenchantment which many Americans felt towards the full-time undergraduate student. Those in Continuing Education were at least the sane part of the student body, the adults.

But now, in the 1970's and as we approach the 1980's, there are new situations and new problems. The implications of such movements as Proposition 13 make some wonder as to what will be the role particularly of public higher education and of continuing education. Some say we need now to spend our time planning for a decline in enrolments in Higher Education. I suspect, however, that while in relation to the full-time enrolment, that that is a very worth-while endeavor, it does not seem to me to be essential to plan for a reduction in part-time enrolments, in non-credit enrolments, and in the things which we do, as long as we are willing to continue to be the dynamic cutting force that we have been for a long time.

We need, as an association, and as a profession, to look to new sources for support. Although Continuing Educators have been in the forefront of many issues, we have not always looked to foundations and to others for support, as much as we should. We can all say that there are dismal, damp, depressing days ahead. I do not say that.

There are signs, too, in the land which cause some of us to worry. There are signs that more and more non-educational institutions are getting into "our business". Some people have been very concerned by the fact that fully-approved MBA programs, for example, have been operated by non-educational institutions, one of which is the Arthur D. Little Company, a very respectable firm in Cambridge, Massachusetts.

The question is raised as to why private entrepreneurial concerns go into this business rather than going to a college for the programs. More and more, my friends, I hear from people in industry that many times the colleges, in a sense, turn them away. Maybe it is not the continuing educators in the colleges who are doing it, but someone is certainly turning them away. We had better make very well sure that that trend does not continue. There is an immense and growing amount of "in house" training in continuing education by industry, particularly in the large multinational and national corporations. It may well be that we cannot compete with Xerox or IBM, but we should certainly be able to serve the large number of smaller businesses and corporations throughout the land. Located in almost every community, they employ a few people and do not have the resources to embark on massive training programs on their own.

We also have to convince ourselves and our associates with whom we work every day, that we face the realities of the present. Some of our friends firmly believe that the great bulge in Continuing Education is here today - not in the next decade. On every campus we must examine closely what our potential is, and may become, and how best to achieve it. At a recent meeting of the Academic Deans' Council in my own university we discussed this issue and one of my most respected colleagues and a dear friend stated firmly that he believed that we had reached the bulge and that the rest of us were full of hot air. I don't agree with him. He happens to be a specialist in the French Revolution and I think that he is still looking back to the days of Napoleon.

One of the great dangers to the whole fabric of North American society as we look towards the next decade and the end of this century, is inflation - the problem that transcends nearly everything else that we do and what can we do about it? Well, one of the first acts that I have taken as your president-elect has been to appoint a special committee to look at the future of our association and what its role should be in the last two decades of this century. This association has grown tremendously over the past twenty-odd years. For the past twelve or so years that I have been involved with it, we have seen, in a sense, spectacular growth, in certain areas of the country particularly. But, I don't think that we have always planned for the future. At some times, if we have, the future has caught up with us and we are still not really geared up for it. This committee on ACHE and the Future is being chaired by one of our most respected leaders in Continuing Higher Education - Dean Joseph Goddard of Tennessee. He and other members of this committee, - a committee which we picked to reflect a cross-section of types of institutions, of philosophical origins and points of view, and of geography - will look at our Association at both the national and international levels; at how we are organized; how our regions function or should function; our committee patterns; and, the way we promote ourselves, our programs, and our potential members; our publications; our relationship to government and to private foundations at the local and national level. When this committee has examined all these issues, it is my hope and expectation that the major factors will be identified and that an action plan will be developed.

It was recently stated that we would have to have by the year 2050, which is certainly within the expected lifespan of youngsters who are now with us, an annual income of $160,000 to live in a very, modest way. We certainly hope that this does not come to pass, but we have to be realistic and examine the dangers that lie ahead of us.

There have been a lot of changes recently in the world. We have seen two new Popes in one year, which is a rather remarkable historic fact.

I think there are some interesting new things on the horizon to which we should pay heed. First of all, there is already, in some states of the Union and I am sure in others in the not-too-distant future, discussion concerning a "Voucher System", at the state level, for adults for Lifelong Learning. Someone has proposed a system whereby every adult would be given the equivalent of a checkbook with a balance which could be "spent" at both private and public institutions for different kinds of Lifelong Learning experiences during their adult years. I think that we will see this voucher system come into realization in the next decade and a half. I think that it is something which we as continuing educators must look towards, try to develop and support. We must also set an example in the opening up of new programs where there is a large, not previously identified market. For example, in two or three of the northeastern states, there has been considerable interest lately in setting up programs for small businessmen. Lloyd Davis made reference this morning to a bill related to this topic which had nearly been passed by Congress.

We certainly must continue to redouble our efforts to work with the various segments of the professions in this land and in Canada for Continuing Education programs for the Professions. We must redouble our efforts to create significant quality programs for part-time students at the graduate level. Many institutions of higher education have seen a decline, particularly those that have a large teacher-education base in graduate part-time enrolments. But, that can now be turned about if other programs can be offered in a similar way. For years, colleges have had courses in extension for teachers at the graduate level in every community that one might imagine. Oftentimes, however, it has only been teachers who have been able to take such course. We need to offer similar programs in other areas of professional activity.

Title I of the Higher Education Act reflects a small committment to Continuing Education, but, as Lloyd Davis pointed out this morning, we need to work at all levels to increase support, both state and federal. One of the things that we must do is to make certain that every program we put forth is a program of quality. Nothing can hurt the public service function of an institution of higher learning more than to have it believed that the product it sells is not a first-rate product. And, I am the first to admit that there have been some occasions when some institutions have put forth programs that were, to say the least, shoddy. This has, of course, caused very unfavorable publicity. We must never forget that the best marketing tool that we have is the good-will and satisfaction of our own present and former students. If what we provide is of quality and value to them, we can continue to build.

Student aid programs need to be continually expanded to benefit part-time students, and, also, non-credit students. The recently-passed Middle Income Act does help students who are on their own, but, there are still many discriminations against the self-sufficient and the part-time student that have to be eradicated. One of the things that never ceases to amaze me as I travel about and visit colleges across this land, that, many times, no one seems to really know what, if any, assistance is available for part-time students in a college. In some institutions students get buffered about from pillar to post trying to find answers to queries about assistance. There is also a good deal of confusion about what government programs are for part-time students. Lloyd Davis said this morning that it was his understanding that the B.O.G. programs are good for five years. Just recently, I heard Norman Korland say they were good for eight years if they were always used on a half-time basis. Obviously, one of them is right and one of them is wrong. Somehow, the government does not seem to communicate too effectively about some of these programs.

As the enrolment of full-time students continues to decline into the 1980's and, perhaps, beyond, there is every indication that more attention will be paid to public service and continuing education activities. But, it is also imperative that we, the professional continuing educators and institutions of higher education, make certain that our own institutional resources flow in the direction of our offices. Another thing that has seriously concerned me in my campus visits is that in most places continuing education activities are increasing; but, the chief administrators and those who make the determinations about budget do not proportionately increase the continuing education staffs. This is one thing that will hurt us if we do not have the proper staff of professionals to ensure proper quality control and to see these programs through to successful fruition.

There are many indications that in the early years of the 21st century, most of what we now call our own continuing education facilities will be outmoded and obsolete; and, that we may well be teaching, by that new century, most of our courses by such systems as TV, cassettes, and at locations away from the campus but near the homes or places of employment of the students. I suspect that while some of our campus planners may not like it, that continuing educators should push for conservatism when it comes to new buildings on campus, but push for modern techniques when it comes to the exploration and support of new delivery systems.

There is no question that people dealing in Lifelong Learning must very quickly give attention to programs for all kinds of handicapped people. We know that there are certain federal requirements in this direction concerning facilities. But, it is one thing to make a facility available and another thing to have programs for those people who can get there when the facilities are available.

We also have ample evidence that more and more employers, both public and private, are supporting their employees in taking a continuing education experience of some form or other. It is quite obvious that there will be more programs designed for working people within the next two decades and that unions will push much harder for courses for their members as a regular part of negotiated labor arrangements. Some of these may be concurrent with work or some may be on a sabbatical basis.

Sometimes we hear only about the negative aspects of Higher Education. However, it is interesting to note that in the Gallup Poll of 1978 in Public Attitudes Towards Education, it was found that 41% of the adults polled were interested in taking adult education courses during the following year, and that 31% reported they had taken such courses at some level of education in the past. The Poll also indicated that the areas of expansion in continuing education at both secondary and higher levels would probably be in courses that relate somehow, but not necessarily directly, to employment. It is interesting to note, for example, that courses in the Liberal Arts, Technical-Vocational areas and Hobbies all rank high, and in that order.

Another trend. A few years ago, we thought we saw a new shooting comet in the skies. It was called the Continuing Education Unit. The CEU has not been that great shooting comet. It has, however, continued to grow in acceptance and you may be interested in knowing that every year there is a growth in the number of institutions awarding CEU's and the number of people receiving them. There is every reason to believe that during the next twenty years there will continue to be, if not a rapid, at least a growing acceptance of the CEU. I think in the long-run this will be beneficial, although I know that at the outset there were many who questioned its need.

There is obviously danger on the horizon. There are dangers which include the growing lack of public appreciation of higher education which has affected those of us who work in both public and private institutions which are supported by the state in one form or another, and the growing feeling of part of the electorate has been one which wanted a reduction in government spending both in government and in all things which received government money. Or, they wanted, at least a very close examination of such spending.

It behooves us as continuing educators to show both the colleagues we have in our own institutions and the public at large, that Continuing Education is a distinctive part of Higher Education; that even in times of retrenchment and reductions, it can and will provide important and valuable services that no other segment of the institution can or is willing to provide.

Well, what is the role of ACHE in all of this that we have talked about? What is the role of our Association? We must be concerned with our regions as this organization will live or die as a result of how effective our regions are.

ACHE must be prepared to interpret to the membership such things as the impact of new technologies. It should help its members to establish programs to continue the upgrading of professionals in the field of Continuing Higher Education, or, what a few years ago, we called "Continuing Education for Continuing Educators".

We must explore with other groups, lobbying efforts at various levels and, where feasible, give our support to those more apt than we are to provide this function. The Executive Committee of your Association met, about three weeks ago, at Rochester, New York, with our counterparts in the National University Extension Association, in an effort to discuss mutually beneficial relationship. We agreed that one of the things that we could do (and I may add that this was raised this morning in discussion) would be to assist NUEA in many of its legislative and lobbying activities. I have, my friends, no intention of bringing up here the question that I remember Ray Witte speaking so eloquently about, several years ago - a merger between ACHE and NUEA. But, I certainly believe, that looking towards the 21st century, that merger will, of necessity, come to pass, whether we like it or not. I think that at this time and for the next several years both of these great organizations, representing very much the same kind of constituency, need to work together to become a very significant and unified voice of Continuing Higher Education.

We, the Association, must do all we can do to further co-operation between our members representing institutions of higher education and those people in industry and government who have similar interests. We transcend a lot of things in this Association, and, at our regional and national meetings and in our personal interchange we can do a lot in that way.

We have, for some time, thought that expansion means only more people, larger numbers. It also means that new programs should be developed to replace old programs that no longer work. If we are not afraid to do this, we will not only stay at our present level, but also, continue to develop. Recently, I heard a distinguished leader in higher education say that one kind of expansion that we will have in the foreseeable future is expansion of the mind, and that may well be true. But, I also think that as a worth-while goal we should plan to expand our services and to touch the minds of the thousands of people who are not currently touched by programs in Continuing Higher Education throughout the United States and Canada.

All, my friends, is not rosy. There are trends in politics which frighten some people who believe that the government is our only salvation. The recent by-election in Canada and the elections in the United States tomorrow may indicate a similar trend of conservatism in both countries. They certainly indicate that people are not convinced that institutions - be they colleges, universities or governments, can always provide all of the answers. Perhaps we cannot, but, we can and must direct ourselves towards quality in our work. If we have "Quality" as our watchword, we will continue to succeed and we will continue to gain respect and credibility.

There is much to be done. What Ralph Waldo Emerson said a century-and-a-third ago, I would still hold to. He said, "We think our civilization is near its meridian, but, we are yet only at the cock crowing and the morning star". It is, my dear colleagues, in your hands to improve our profession and to prepare it to be ready for the 21st century. Please use your hands and your talents wisely. Our future students deserve no less.

PROFESSIONAL DEVELOPMENT: HUMAN AND MATERIAL RESOURCES

PRESIDING: *Lewis C. Popham 3rd*

SPEAKER: *Dr. Joseph P. Goddard, Dean, Division of Continuing Education, The University of Tennessee at Knoxville*

RECORDER: *Dr. Alexander N. Charters, Professor of Adult Education, Syracuse University*

In preparing a talk such as this, it is interesting to know for what reasons someone makes a speech, presents remarks, or gives evidence for any reason whatsoever for doing so. Therefore, my remarks will be organized in the following manner: definitions of the words "profession", "professional", and "development" as well as a definition of "continuing education", as perceived by the speaker and as used in his institution; some remarks will be made of the two elements suggested in the title - professional development and the development of professionals. A distinction between the two is necessary. In preparing for this presentation, the topic considered was professional development of professionals; however, I was later informed that there is considerable difference between the two. In addition to the definitions and in order that we may all know how and why we are talking in this particular vein, I will attempt to give some historical data concerning the documentation of continuing professional development and will present some conclusions about the field of professional development. I will also give you some philosophy that I have picked up for myself to follow and hope that it will have some impact on you.

Before the days of equal opportunity and ERA, this presentation could have been entitled "Men, Money, Materials, and Manufacturing", the four M's of good management. In the next to last part of these remarks and following a review of the documentation, which is somewhat limited, we will use, generously as a reference, a publication by Sally Shake Gaff, Conrad Festa, and Jerry G. Gaff entitled Professional Development: A Guide to Resources. In order to avoid constant references, we will quote liberally from the various sources and will identify them in a bibliography. In the final part of the remarks, the speaker will use his experiences over the last 18 years involving all of the words which we will have defined in the earlier part of this presentation.

Let us begin by looking at the definition of the word, "profession". During the years I have been associated with continuing education-extension, it has been hoped that a "profession" or a "body of knowledge" would be built in which we could have something to profess, practice, or at least improve upon in a given discipline - specifically, the profession of continuing education. According to the dictionary, a profession is the occupation to which one devotes oneself; a calling in which one professes to have acquired some special knowledge used by way either of instructing, guiding, or advising others or of providing services to them in some art. This appears to me to have been accomplished in the field of continuing education from its very beginning.

According to Cyril O. Houle, professions may be considered as three types: (1) those professions that are somewhat discrete unto themselves - an example is law; (2) those professions that are emerging - adult education is an example of this type; and, (3) those professions that lend themselves to grouping - for example, medicine, nursing and dentistry frequently grouped as health sciences: and, I have added a (4) - one which says we might add engineering, business, architecture and education.

Let us then look to the professionals in various fields. If one is to be a professional, as defined by the dictionary, he/she should be anyone who engages in anything professionally (in a professional manner) - that is, professional as opposed to an amateur, novice, or apprentice. One who has taught or trained in the field for pay is normally regarded as a professional and is, therefore, willing to have his or her opinions recorded and must be willing to support such opinions, even in a court of law. A professional is also one who belongs to one or more of the learned professions or occupations requiring a high level of training and proficiency, even to examination, evaluation and certification. (Now, we have not come to that point yet).

Let's move on to "development". This is the act, process, or result of developing or state of being developed; the disclosure of that which is unknown as to await developments; a gradual unfolding by which anything is developed; a gradual advance or growth through progressive changes. Education or training in a discipline is considered development. The term could also be defined as a growth pattern of individuals and of subject matter in which an individual may be involved. Tendencies toward professionalism often result in amateurism and can easily be mistaken for a pseudo profession.

It is important, then, having used words described from the dictionary to define professional development as we see it - or developed by professionals - to turn to our own field, continuing education, as denoted by the name of our own organization. For our purposes (it will be more fully described nearer the end of this presentation) continuing education is that process of developing and providing educational services and programs to students who are not able to attend postsecondary educational programs during the normal daytime hours of an institution, students who are normally between the ages of 17 and 21 for undergraduates, and, older for those who are graduate students. Continuing education programs have to do with improving one's skills in a particular job or career and may or may not be taught in non-traditional locations and by non-traditional modes. Continuing education, as applicable to these particular remarks, will be considered postsecondary types of education - both credit, undergraduate and graduate, and non-credit courses. We will also include conferences and non-credit workshops of such a nature as to improve or enrich the lives of individuals. Continuing education will be used from time to time to refer to those people who engage in, or enjoy the continuing education programs developed in institutions this speaker represents. In additjon to the definition of continuing, we also may want to add leadership, or the preparation of leaders in continuing education programs for continuing educators.

It is useful to consider the role of continuing education in the development of the professional. In order to maintain and/or expand competencies, a professional in any discipline needs to keep up with new knowledge related to his profession, needs to establish mastery of new concepts of his profession, needs to continue the study of basic disciplines which support that profession, and needs to grow as a person as well as a professional.

What are the characteristics of continuing education for the professions? According to the Handbook of Adult Education, "one significant characteristic is that there are frequently no legal or professional requirements to be met after certification or licensing". (An exception is that in some states continuing certification to teach in public schools is dependent upon completion of educational programs at specific periods.) The decision to continue is generally voluntary, but, the individual's sense of ethics and scholarship, reinforced by the nature of professional training, may motivate him to continue research and study. To be sure, some professions do have advanced specialties or designations requiring candidates to meet certain standards or complete approved programs of study in designated areas; but, continuing education is needed even after these are obtained.

An increasingly evident characteristic of continuing education for the professions is that it is considered not as a luxury, fringe or supplement, but as an integral part of the education of the professional. As is true for the other stages, continuing education no longer requires justification. In some professions the need to combat obsolescence by the acquisition of new knowledge and the practice of new skills and techniques is self-evident. And, perhaps for the first time, continuing education is being articulated with the other three stages of professional education, allowing the total educational experience to be planned as a unit.

A third characteristic is the study of practicing professionals' needs as a basis for planning learning activities. The studies conducted for specific professions and for professional education in general have been useful and basic. Their relevance and significance have been closely related to the degree of involvement of the professionals themselves in the study plan. For example, a study to measure the employment potential of Canadian women graduates is an example of research relating to the retraining of women of selected professional backgrounds. Similar studies have been made in law and in the religious ministry. Another type is that which seeks to determine factors related to participation by engineers in continuing education programs.

A fourth characteristic of continuing education is the importance of making it relevant. The relevance of education to professionals and indeed all pursuits of life has always been a topic of earnest consideration. It is desirable in each of the stages, but perhaps of most significance in the continuing education state. The future of a profession is difficult to predict and the nature of the society it will be practiced in is quite uncertain. Even though the predictions must be tentative, it is necessary that certain assumptions be made. Programs must be open-ended. The current curriculum needs to be cast in this perspective, or the program will be terminal. The need for a continuing education program to be relevant under such conditions implies continuous study and revision of the curriculum.

A final characteristic of continuing education for the professions is variety in programming. One professional moves in his practice in a direction requiring a program of study quite different from that of another professional. The differences are necessarily in both the substance of the program and in the methods and materials used.

Professions have always concerned themselves with which knowledge and skills are appropriate to acquire and which are not. Several concerns are currently affecting the content and focus of professional continuing education.

Philosophical issues are being raised - for example, by the physician as he transplants organs from one person to another; by the lawyer, as people move to outer space; by the clergyman, as birth control techniques become perfected; by the social worker, as government programs replace charity.

Questions of professional ethics are being raised. At one time it was assumed professionals would always serve their clients, but some physicians and teachers have recently refused to provide services under certain conditions. While these examples do not necessarily indicate a trend, they point toward the need for reconsideration of the ethics of those professions as well as others.

Technical developments are raising issues concerning individual and personal privacy. For example, computers used by government and private agencies make it difficult, if not impossible, to maintain the security of personal data.

In terms of specialization, two factors are at work. One is the increasing tendency to develop specialties within professions. These are given special designations that are clearly recognized, at least within the profession. On the other hand, two or more professions are teaming up to attack broad problems - for example, law and psychiatry, and social work and religion. Both trends - toward specialization and interdisciplinary approaches - have implications for program development in continuing education.

Professional associations have a significant role in the development of continuing education programs. Their influence may become quite involved at times and it may be expressed in many ways: through accrediting bodies composed of universities and colleges and professional schools with their various policies and programs; by the approving of university programs; by joining with an educational institution to co-sponsor a program or an organization; by sponsoring an entire program for its professional staff; by providing funds for program development or for scholarships for members to attend various activities; by participating in the analysis of needs of a group of professional persons.

Now let us look at some documentation of professional development. According to the Spring 1974 edition of Lifelearn, published by the State University of New York at Buffalo, the professional Staff Organization of the Division of Continuing Education at that institution has developed Professional Staff Seminars which are in-house, developmental seminars designed to build a sense of "community" within the Division; to be an educational process for members of the Professional Staff; and to provide a forum for expression of aspirations and goals.

Prior to the first Professional Staff Seminar, a questionnaire was sent to the staff to determine their real concerns and interests. These subjects were then encompassed in the seminar, which was conducted by Dr. Charles Fall. He emphasized that continuing education is at the "cutting edge" of much of what is innovative and stressed development of a "shared vision" and ways to move toward them.

The Professional Staff Seminars were viewed as a significant step for a professional staff to take on its own initiative. The phenomenon of a professional staff interested in developing itself professionally is an important and unique development in professional training.

In response to an article appearing in the NUEA Spectator, one professional expressed these sentiments on continuing professional development: "In an era of increasingly complex and rapidly changing knowledge, professional re-education at least every five years is an obvious trend. The sabbatical year is one device for assisting in professional re-education and is a remarkable, regenerating, and useful device. In the current hard times, however, it is increasingly difficult to obtain money to release people for the thing we believe in and practice - lifelong learning.

In addition to a sabbatical, many institutions have initiated innovative types of methods for continuing professional development. For example, at Ball State University in Indiana it was found that education professionals were willing to invest five or six weekends during the year to continue their professional growth. One department developed a credit/non-credit weekend residential leadership workshop which met for six successive weekends. Meetings were held from noon on Saturday until noon Sunday. Participants were encouraged to stay overnight in the facilities and to eat their meals together. The content of the workshop was developed at the first session based solely upon the perceived needs of those participating. The workshop leader called upon appropriate consultants from within the University and from the practitioners in the field in an effort to resolve the identified needs. These workshops were so successful that they were expanded to other areas and were offered annually.

In addition to development programs for its educators, this University also provided assistance to the local Chamber of Commerce by developing and co-ordinating a program for development of community leaders, the Academy for Community Leadership. Participants were selected upon recommendation from their employers for an opportunity to prepare promising executives to assume important civic leadership responsibilities with various non-profit business, civic, and citizen organizations in the community. The program sought to provide its participants with a broad understanding of public problems, the workings of local government, school issues and civic challenges facing the community. It encouraged them to seek alternative solutions to existing problems. This program consisted of 13 weekly two-hour sessions, preceeded by an orientation program. Fees, including cost of textbooks, resource material, supplementary data, and occasional guest speakers were usually paid by the sponsoring business or industry. After successful completion of the program, participants were awarded 4.0 CEU's. The Academy's program was so successful that it was used as a model for leadership training in other cities.

Another example of the development of professionals was evidenced from information in Insight, a publication of Georgia State University. A series entitled "The Continuing Educator Professional Program Series" was jointly sponsored by Georgia State University, the University of Georgia, and the Georgia Institute of Technology and included two to three programs annually. The first program concerned needs assessment and program development processes and attracted more than fifty continuing educators from nineteen states. The series was open to adult educators in business, industry, and government, but was designed primarily for college and university lower-level practitioners. According to Doug Strickland, director of the GSU Division of Public Service, "...a lot of key administrators have degrees in continuing or adult education, but many lower-level people have had no formal training in the field. Most of the degree programs are graduate level, and most people practicing in our field did not come through these programs. They came to continuing education because they were successful teachers, managers, or administrators. One reason for the series was to improve the knowledge base of these people and of the key administrators themselves." There are only three or four such programs in the country, and this is the only one in the Southeast that draws a national audience.

Other developmental opportunities are documented in the NUEA Newsletter. "The American Council on Education has established a Leadership Consultation Service to deal with the growing professional development program needs of colleges, universities, consortiums and education associations. As part of the service, ACE will: provide advice on managing programs and materials for pre-service and in-service self development programs; serve as an information clearinghouse on speakers and seminar leaders, leadership development programs, and programs involving department chairpersons and top and middle level administrators; and, consult with search committees on procedures and nominate qualified academic administrators to search committees for academic administrators.

The Chronicle of Higher Education reported on a staff development program in student activities at the University of Iowa, which involved a three-day seminar with staff members at the University of Minnesota. The participants met to compare ideas about philosophies of student activities, educational and leadership programs, publications, and management systems. Such co-operative programs represent an excellent opportunity for development of professionals.

Another article from the same source outlined prospects for the future for professionally trained educators in continuing education. "College faculty members need organized personnel development to prepare themselves for the opportunities ahead. We can expect to see substantial growth of college enrollments in two areas: in the continuing education, both professional and general, of already highly schooled adults; and, in the community college. But, young academicians today are not encouraged to make themselves employable with respect to these opportunities. Anyone who has worked in continuing education programs for adults, whether in advanced management programs or in programs in the humanities, knows that the great majority of faculty members, even able ones, cannot do the work, fail, and have to be removed. They do not know how to teach, especially how to teach adults. They are so narrowly specialized as to appear virtually illiterate to mature, experienced men and women. In the community college, the ability to relate subject matter to experience, to application, to learning - though at a much lower level - is equally needed. The system of rewards and incentives in higher education promotes specialization and isolation. Although this may be the right direction today for an individual faculty member, it will increasingly be the wrong direction, considering the opportunities of tomorrow, for his employability. To get ahead, to be promoted, to be paid better, the academic will have to be employable where the opportunities will be - that is, in advanced and continuing education of adults or in the community college."

We have been quoting from various references written through the years and from recent articles and publications. We will now turn to a discussion of resources documented in Professional Development: A Guide to Resources, which we mentioned earlier in this presentation. This particular reference is a compilation of reference materials accumulated over a number of years by the authors in order to aid faculty in the professional development process.

Because academic professionals are the most important education resource of a college or university, their continued development is of paramount importance to equip themselves for new roles mandated within the current and future framework of the institutions. "Perhaps the most efficient way for faculty and administrators to acquire new information, broaden their perspectives, and discover the strengths and weaknesses of alternative approaches is to study professional literature." Too often it comes as a surprise to faculty members to discover that there is a professional literature on higher education. But it does exist, and much of it is available on campuses.

To be self-directed in their own development and to be instrumental in the renewal - perhaps even survival - of their institutions, faculty and administrators must be knowledgeable about the whole of higher education and the dynamics in society that affect education. Four key steps toward greater professional awareness are to: subscribe to the general periodicals in the field, such as The Chronicle of Higher Education, an excellent higher education weekly newspaper, and Change Magazine, generally regarded as the leading monthly of ideas and opinions for academics; take out a subscription to one or two newsletters, which are available free or for a very slight charge; receive notice of new publications in higher education by requesting book catalogs from publishers, such as Jossey-Bass or Change Magazine Press; and, spend a few hours regularly in the library perusing some key professional journals. There are, of course, other opportunities for professional growth beyond the printed word; personal contact with one's colleagues can be among the most stimulating.

A number of special projects, programs, or services dealing with various aspects of professional development have been established in recent years and are listed on the following pages:

Center for Professional Development
Division of New Program Development and Evaluation
California State University and Colleges System
400 Golden Shore
Long Beach, California 90802   Kenneth L. McWilliams, Director

Council for the Advancement of Small Colleges
One Dupont Circle, Suite 320
Washington, D.C. 20036
Gary H. Quehl, President

Institute for Teaching and Learning
Spelman College
Atlanta, Georgia 30314
Pauline E. Drake, Director

Kansas City Regional Council for Higher Education
912 East 63rd Street
Kansas City, Missouri 64110
Lloyd J. Averill, President

Massachusetts State College System
53 State Street
Boston, Massachusetts 02109
William P. Haas, Associate Director, Academic Affairs

New Hampshire College and University Council
2321 Elm Street
Manchester, New Hampshire 03104
Douglas Lyon, Associate Director

NEXUS
American Association for Higher Education
One Dupont Circle, Suite 780
Washington, D.C. 20036
Jane Lichtman, Director

Professional and Organizational Development Network in Higher Education
University of Texas
Arlington, Texas 76019
Mary Lynn Crow, Executive Director

Project on Institutional Renewal Through the Improvement of Teaching
1818 R. Street, N.W.
Washington, D.C. 20009
Jerry G. Gaff, Director

Resource Center for Planned Change
American Association of State Colleges and Universities
One Dupont Circle, Suite 700
Washington, D.C. 20036
Kent G. Alm, Director

Kellog Use of Innovations Project
Center for the Study of Higher Education
University of Michigan
Ann Arbor, Michigan 48104
Jack Lindquist, Project Director

Undergraduate Education Reform Project
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313
William R. O'Connell Jr., Director

Professional development centers or programs operated by individual colleges or universities are another valuable resource. A few established programs are given below:

California State University, Long Beach
Center for Faculty Development
1250 Bellflower Boulevard
Long Beach, California 90840
David Whitcomb, Director

Colorado State University
Office of Instructional Development
Fort Collins, Colorado 80521
Frank J. Vattano, Director

Kansas State University
Office of Educational Improvement and Innovation
Mahattan, Kansas 67701
Richard E. Owens, Director

Los Medanos College
2700 East Leland Road
Pittsburg, California 94565
Chester H. Case, Professional Development Facilitator

Miami-Dade Community College
Office of Staff and Organizational Development
11011 S.W. 104th Street
Miami, Florida 33167
Carol Zion, Director

Michigan State University
Educational Development Program
East Lansing, Michigan 48824
Robert H. Davis, Director

Northwestern University
Center for the Teaching Professions
Evanston, Illinois 60201
B. Claude Mathis, Director

University of Texas
Center for Teaching Effectiveness
Austin, Texas 78712
James E. Stice, Director

Syracuse University
Center for Instructional Development
Syracuse, New York 13210
Robert M. Diamond, Director

University of California
Teaching Innovation and Evaluation Services
Berkeley, California 94720
Robert C. Wilson, Director

University of Florida
Office of Instructional Resources
Gainesville, Florida 32611
Jeaninne Webb, Director

University of Illinois
Office of Instructional Resources
Urbana, Illinois 61801
Charles J. McIntyre, Director

University of Massachusetts
Center for Instructional Resources and Improvement
Amherst, Massachusetts 01002
Sheryl Riechmann, Director

University of Michigan
Center for Research on Learning and Teaching
Ann Arbor, Michigan 48104
Wilbert J. McKeachie, Director

University of Puget Sound
Faculty Development Program
1500 North Warner
Tacoma, Washington 98416
Steven R. Phillips, Director

University of Tennessee
Learning Research Center
Knoxville, Tennessee 37916
Ohmer Milton, Director

Virginia Commonwealth University
Center for Improving Teaching Effectiveness
901 West Franklin Street
Richmond, Virginia 23284
John F. Noonan, Director

Although fewer funding sources are available to help support professional development, some federal agencies or state education agencies are concerned with the development of faculty. Listed below are resources for information about funding:

(1) The Foundation Center, 888 Seventh Avenue, New York, NY 10019 and 1001 Connecticut Avenue, NW, Washington, DC 20036

(2) A Directory of Selected Federal Program Offices, Federal Resources Advisory Services, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009

(3) A Catalog of Federal Education Assistance Programs, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Today's administrator must display highly technical managerial skills and must also be a master of organizational strategy and budget wizardry. Quite often administrators are selected for reasons other than managerial skills. Although absence of clearly defined competencies required for administrative jobs and adequate descriptions of responsibilities exists, qualities desirable for the chairperson or administrator might include: openness, integrity, and objectivity; managerial skills involved in administering a program; and, communication, facilitation, and human relations skills.

Traditionally, administrators have been scholar-educators and have functioned as the first among equals. In recent years, however, a more businesslike image has been adapted; administration specialization has accelerated and the managerial model predominates. Much of the literature examines management by objectives (MBO), a system readily applicable to education in that it consists of procedures to isolate the goals of each major component of an organization, set a timetable for their realization, and hold individuals accountable for their achievements. This concept will be discussed more fully later.

After having reviewed and identified some various sources of professional development and development of professionals and having fulfilled my obligation to the program committee, which was both generous and careless enough to invite me to make some remarks about professionalism, but, with the stipulation that they be in writing, I will now move on to the development of the professionals within our own institution. These experiences will be related in the speaker's standard form of show and tell - or as we prefer to call it - show and lie.

It will be remembered by some of you and will be entirely new to others in attendance here today that we started this particular type of development in the early 1960's with a very limited number of individuals. It was thought, at that time, that in order for a continuing education-extension center to grow in numbers and quality, we first must have people who had the interest and desire to locate, absorb, and use the limited amount of information and training available in continuing education. In so doing, we first developed the people with professional credentials in order that they might deal effectively with their academic colleagues. As stated in the title of these remarks, this cost considerable money and considerable time on the part of those being developed and those helping the development take place. Therefore, the institution accepted the responsibility for the use of the people involved and the matter of time and the necessary money for travel, for attending classes as well as many state, regional and national meetings. In addition, the institution must be willing to support participation in all these meetings as well as other types of learning opportunities.

We attempted to get the academic credentials of the one or two people on our staff who were available to take advantage of such educational opportunities. In order that too much would not have to be sacrificed, an attempt was made to acquire the necessary and desirable academic credentials without loss of salary and other benefits required for reasonable living during that time of professional education. It was decided that we would enroll in a sufficient number of academic courses to determine the direction to be taken and to establish a priority for the learning processes of the individuals concerned. Then, at an appropriate time, practically relieve those individuals - one-at-a-time or a concert of two or more - of their primary work responsibilities in order to enable them to fulfill the requirements for residency and other experiences in a given program.

This was done by the completion of the bachelor's degree by one administrator, followed by a master's degree program, including papers and theses and dissertations directed at professional development of the individual writing such papers. This would help to justify the expenditures made on behalf of the professional and would benefit our division as well because the results of the research papers were used as original or primary data sources. In other words, the masters and doctoral theses were not a recapitulation of research that had already been completed and published by others in the field of continuing education.

Having completed this objective, it was then decided that each individual on the staff then as well as those who would later be hired would be afforded the opportunity to attend, and to participate to the fullest extent of their abilities and capacities, in professional organizations and educational opportunities available. In addition, an attempt would be made to establish other organizations that would improve and increase the professional knowledge of the individuals concerned and of the programs of continuing education.

As a result, it was noticed that there was an improvement in the program and that the increase in the size and quality of our programs was almost synonymous with the increased ability and knowledge of the people participating in continuing education professional development programs in our institution. This gave further evidence that there was a need for such development and that one of the most important results of this type of development of professionals was the knowledge gained by the association with other outstanding professionals in our particular field. It has become apparent personal acquaintance with outstanding people in the field of continuing education has added immeasurably to the growth and performance of our individuals as well as to the growth and quality of our programs. Having followed this line of professional development for almost 20 years, we have found that no matter at which level your administrators are functioning, their attendance at state, regional, and national meetings such as this one, is of immeasurable value to the university you represent.

In addition to learning from all these people, it appears that professional development can only be completed if adequate time and money is spent at the home location in developing the individual to his or her fullest and if a regular discussion about the goals and objectives of the institution and of the individual are pursued. Over a period of time, this has been accomplished in the MBO type of evaluation. MBO has been most effective on our campus because of the attitude of the individuals concerned and because personal and professionals goals were set in concert with their immediate supervisors. It has been directed primarily at an ongoing improvement in professional performance and accumulating academic credentials. Each individual is completely informed as to his/her expected performance.

We have, over the years, developed an exchange of information which is beneficial to the individual employee, to the department in which he/she works, and to the division and/or college he/she serves. We also have found that it is quite important that all information concerning the division of continuing education be made available to the administrative staff on a regular and continuing basis. An administrator who has knowledge of everything that is going on, including the itineraries of all members of the division also has a great deal of security, which is necessary for effective operation and performance. Therefore, weekly meetings with all administrative staff members afford opportunities to present and exchange information and to discuss controversial topics. It is equally important that each professional be able to make decisions based on all facts presently available and to know that he or she has responsibility and authority for those decisions. Pragmatic decisions, rather than intuition and bias, reflect the professional attitudes and actions of any staff.

Therefore, as we have said in the beginning, the desire for our professionals is that their performance be based upon a positive attitude of knowing, learning and always being ready to change, improve, argue, support, criticize, and evaluate openly without fear of retribution. This type of environment will contribute more to professional growth than any other of which the speaker has knowledge.

In addition to the individual growth of the professional and the professional growth in the field itself, it is almost impossible to estimate the saving that has been afforded our institution by the knowledge acquired and used by the professional staff now in our division. Positive development of all the staff, including student assistants, is evidenced when a given staff conducts itself in a professional way with the assurance that it will be supported in everything it does if it is unselfish in nature and in keeping with the goals, objectives, and mission of that division.

The mission of our division is provided by your immediate Past President and states: "The Division of Continuing Education at The University of Tennessee has the mission of providing educational programs for the non-traditional student. This clientele includes several types or groups of people and organizations: (1) Full-time and part-time students who for various reasons do not attend regular day classes. They are primarily working adults attending class on a part-time basis; (2) Professional and business persons seeking upgrading of knowledge or skills, licensure, renewal of credentials, etc.; (3) Persons pursuing interests related to leisure time, and avocational credit and non-credit activities; and (4) Persons located away from campus and, therefore, having time and distance restraints prohibiting on-campus attendance. To meet the needs of these diverse audiences requires a variety of delivery modes including credit and non-credit courses, conferences, workshops, on-site training programs, on-campus and off-campus capabilities, and individualized assistance through guidance and counseling. The purpose of the Division of Continuing Education is to play the role of advocate for the non-traditional student and to coordinate the effort at University of Tennessee at Knoxville to meet the educational needs of these students.

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THOMAS JEFFERSON AS ADULT EDUCATOR

PRESIDING: *Dr. Leslie S. Jacobson, Dean, Continuing Education, Brooklyn College, (City University of New York)*

SPEAKER: *Dr. Saul Padover, Distinguished Service Professor Emeritus of Political Science, New School of Social Research*

RECORDER: *Mr. Erle Ehly, Director, Extension Services, Temple University*

I will not make a formal talk about Jefferson. Instead, I will take you on what the French call a "Tour de Region" - a kind of survey of a man who is probably the foremost philosopher of democracy in western civilization, perhaps in the whole world, and, certainly, the greatest educator this country has ever produced. He is the greatest educator, practically, and the greatest educator, theoretically.

There has never been anything quite like Jefferson. I have spent about eight or ten years of my life working on Jefferson, writing the first sympathetic biographies of Jefferson, and publishing his original writings and I have had the experience that the more I worked on Jefferson, the more I loved him. He was the sort of man I would have loved to have for a father, or grandfather, or even president.

I have also had a contrary experience. I decided to do another book on a man who had influenced the world, namely Karl Marx. I worked on Marx for about ten years and I found that the more I worked on Marx the more I detested him. I had exactly the opposite experience from Jefferson - as you knew Jefferson you loved him, as you knew Marx you detested him. You can admire Marx but cannot love him. But, for Jefferson, one does not even know where to begin.

I will talk to you now about the man - his background, his own education, and conclude with his formal ideas on education.

First, perhaps, I should remind you, especially those among you who are very young, that Jefferson's reputation in the United States is a relatively recent reputation. Jefferson had been ignored and neglected in the United States for a century-and-a-half, or about a century-and-a-quarter after his death. He had been known as the third president of the United States; a signer of the Declaration of Independence; a man who had purchased the Louisianna Territory; and, that's about all. When I went to school in Detroit, I had nothing on Jefferson. None of my teachers ever talked about Jefferson except for those three facts that you can find in the World Almanac. Jefferson's writings were not available. He was not even considered very much by any of my teachers at college. The great hero was Hamilton, not Jefferson.

The neglect of Jefferson was so scandalous that, you may find this very hard to believe, there was, until 1940, no monument to Jefferson in the city of Washington, D.C. - the city that he helped to design, plan and build. Washington, D.C. had monuments to every fifth-rate congressman and every twelfth-rate general. But, for

Jefferson, there was no monument. It was so shocking that, Franklin Roosevelt, when he became president in 1933, decided to do something about it. And, being President of the United States, he could do something about it. Ironically there was no monumental area or space left in Washington, D.C. Everything had been taken over, with the exception of the Lincoln and Washington monument by fifth-rate people. They finally had to fill in a swamp on the Potomac to make room to build a monument to Jefferson. There is no room today for Franklin Roosevelt either. They will have to fill in an island somewhere on the Potomac!

The reason I mention this is it happened that I was assistant to the secretary of the Interior in Washington in 1940 when the monument to Jefferson was being built. As you know, the Department of the Interior is in charge of monuments and parks and so forth. One day, the director of the Park's Service asked me to go out and take a look at the monument and I did. It was completed inside with a pedestal for a statue, and there were still skeleton boards outside. But there was nothing, absolutely not a word, from Jefferson on this monument. I was very upset and went in to see my boss, Secretary Ickes, and he asked me why I looked so unhappy, so angry. I replied that I was both - that I had just come from the Jefferson monument, that it was beautiful except that it was dead, spiritless, without soul. He asked me why I felt this way and I replied that Jefferson was a foremost spokesman of the idea of freedom, spokesman for education, spokesman for the great liberal ideals of republicanism; he wrote more about all these things than anyone before, and, I may add, since, and there is not a word from Jefferson in this monument.' Secretary Ickes agreed and requested that I go through the Jefferson papers and documents and select the proper sentences. This was on a Friday, and, after spending the week-end on this I presented him with one sentence to be put under the dome: "I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man". Ickes liked it very much. He immediately went over to the White House and submitted it to President Rousevelt who gave orders to have it engraved.

Well, the Parks Service was not terribly happy about it, nor were the builders. They had to bring in all the ladders and everything else and chisel the words into stone. I had suggested that it be put right under the dome for the reason that it is human nature to look up when you enter a domed building. And there you see the words that matter most in the world. It was a time when United States and the world were fighting or preparing to fight against fascism and naziism and the oppression of the human mind. I said this is the essential and quintessential Jefferson - the concern with the human mind and the concern with freedom which also means a concern with education.

And so, there it is now. I am very proud to have been instrumental in this, in being in the right place at the right time and knowing the right person to speak to.. Of course, Roosevelt reacted with great warmth and understanding. If you go to the Jefferson monument today, you can read these marvellous words. As long as the republic endures I think those words will endure.

Now, so much for that. I am going to talk about Jefferson - not only a great man, but a great, great mind, and, I repeat, the foremost educator this country has ever had. For a very interesting reason, let me tell you something about the man himself and then I will come to his ideas about education.

Jefferson was the son of an illiterate. When I first started to work on Jefferson I thought that he was a Virginia aristocrat. Well, that was only fifty percent true. It was fifty percent not true. His father, Peter Jefferson, was born, I think, in eastern Virginia in the Tidelands although his grandfather was born abroad. Jefferson himself was uncertain about the family origin. He thought that since there was a Mount Jefferson in Wales that the family was of Welsh origin.

Peter Jefferson was a very poor boy and had no education whatever. He was a very strong, very honorable, very intelligent man who could not make a living in the Tidelands of Virginia, the area occupied by the rich, big planters - the aristocrats. So, he moved west with his mules and his horses to the Blue Ridge Mountains to a place called Shadwell's Burn - a place that does not exist today, but it is marked by the Parks Service. At the Blue Ridge Mountains, Peter Jefferson cleared the land, ultimately acquiring about a thousand acres as land was to be had for the asking. There were practically no white people there, only a few Indians. Peter Jefferson continued for ten years, clearing the wilderness, teaching himself reading and writing, teaching himself surveying.

After ten years, he decided to marry and raise a family. He went to central and eastern Virginia looking for a wife and he found one in the Lee family - the oldest, the most well-connected, aristocratic family of Virginia, the aristocratic background of Thomas Jefferson. Miss Lee married Peter Jefferson, went back to the wilderness with him where they raised a family of about seven children of which Thomas Jefferson was the oldest. She, apparently, thought that she had married beneath her and, apparently, Jefferson did not care much for his mother. But, he was a Virginia gentleman and you would never find him saying that. You do, however, have some things in his writings that give you an impression that he did not think much of his mother.

Let me give you two examples of this. Jefferson had been inspired by his father's love of learning and of books, although there was not many books in the household - there was a Bible and Shakespeare and maybe Milton and Pope. Young Thomas Jefferson wanted to have an education and tells in his autobiography, "After my father died, I was fourteen years old, and, having no one to guide me (now, note - he had a relatively young mother) I had to consult my guardian about it and he finally decided I should go to William and Mary College". He also tells, in a sort of biography about the old Virginia family, the Lees, about their always boasting about their descent and about their coat of arms. He apparently took a dig at his mother stating, "A coat of arms can be bought as cheap as any other coat". From what I gather, he resented his mother feeling that she mad married a common man, and he admired and adored his father.

Peter Jefferson was a true frontiersman in the absolute sense of the term and he taught him agriculture; he taught all the arts of the outdoorsman, horsemanship and everything else. Incidentally, the cabin in which Jefferson was born was not much more opulent than the cabin in which Abraham Lincoln was born. It was large, but very simple. They were not rich people. They were strong people, good people, reliable people, but, they were frontiersmen. And, Jefferson learned the first lesson on the frontier, namely the first lesson in democracy - self reliance, strength, courage and a respect for other people and other people's minds. Jefferson never knew a rich man until he moved to Philadelphia and New York. There was no money in the frontier. His first influence then was the frontier.

Then came the other influence. Jefferson, the young boy of about fifteen years of age moved east to William and Mary College. Sir Christopher Wren who designed St. Paul's Cathedral in London - the greatest cathedral in the Protestant world - also designed William and Mary College, the first building of which still stands. The College had about two or three so-called professors. But, it had something else which had a profound influence on Jefferson and American education - a library of about eight hundred books. You must remember that books were expensive in those days. If people took the trouble to buy a book in London or Paris, they did not buy trash. They could not afford it. Books were expensive to buy and expensive to ship across the Atlantic so what they bought was choice.

William and Mary library had the best in English and French, Greek, Latin, the best on astronomy, architecture, hydraulics, mathematics, physics, philosophy, theology and linguistics.

Jefferson had acquired a life-long habit from his father - that of arising at about five a.m. every day of the year, of taking a cold bath summer and winter, having breakfast and beginning to work right after that. He allocated his time and continued to work right until midnight all of his life from the age of five or six until he died at the age of eighty-three. Jefferson, the young boy pounced upon the library at William and Mary and, you may not believe this, in two or three years he had read every single book in that entire library. He not only read, he annotated. He made extracts of critical comments in his notebooks about the books - everything from Plato to Isaac Newton. Some years ago, a professor at Princeton, Professor Shinar published a book called "The Commonplace Book of Thomas Jefferson". It contains his summaries, his critical remarks on everything whether it was astronomy or engineering or architecture. Jefferson's first written thing was on Anglo-Saxon poetry which he had mastered. He mastered Greek, Latin and French also, and by the age of seventeen or eighteen was beyond a doubt the most learned young man in Virginia, in the American colonies, as later he became the greatest scholar and and philosopher in the United States. He was so impressive as a young man, that two or three professors, in effect, adopted him as did the royal governor, Francis Fauquier.

Jefferson also mastered music and ultimately developed a fine music library. He played the fiddle and had two wonderful fiddles - one, an Amati - and he played the viola and clavichord. His girlfriend, later his wife, played the pianoforte. Jefferson became a member of the governor's circle and they played quartets every week-end.

He was intellectually adopted by the foremost jurist in Virginia - George Wythe - later the signer of the Declaration of Independence. Wythe had opened the first law school, a fine private law school, in the American colonies, and such foremost lawyers as John Marshall and James Monroe studied under him. Wythe, Jefferson later said, was not only a great lawyer, but the best lawyer in Virginia and a man of tremendous scholarship, who knew the classics, who knew European, especially English, culture. Wythe had also read everything and further inspired Jefferson with a love of books and ideas. Under Wythe's influence, Jefferson became a lawyer but he did not like the profession very much although he was successful.

Finally, he married a rich and beautiful widow who brought with her a dowry of ten thousand acres which included slaves and all the livestock and other things that went with enormous plantations. At that point, Jefferson became what I would call "the Jefferson Virginian Aristocrat". He could now afford to settle down, supervise the farms, and give himself to a life of the mind, a life of books, a life of experimentation, a life of study, a life of thinking.

He hoped he would do that for the rest of his life. But, history did not allow him to do that. It was the period of the American Revolution; people were beginning to take sides. Jefferson became a member of the Virginia House of Burgesses, which, in turn, sent him to the Continental Congress. When at the Continental Congress it was decided to break with England, these educated gentlemen selected Jefferson, the youngest member of the Congress to write the Declaration. Jefferson was so deeply involved with English literature that he could not write badly, even if he tried. He had a very sensitive, literary mind. He was also a legal draftsman - a rarity at that time and even today. He was one of the revisers of the ancient Virginia Statutes - he re-drafted seventy-some laws for Virginia. Later on, as a member of the Congress, he was the draftsman of seventy or eighty federal drafts for the nation, including the draft for the government of the Northwest Territory.

Jefferson was always reading and studying and thinking. He could not live without books. He had his agents in London buy books for him. By about 1815, after he had retired from the presidency, he had, what was beyond a doubt, the finest library inNorth America - about fifteen thousand volumes - choice volumes, I assure you.

If you had a volume today from the Jefferson Library, you could retire on it as they are very rare books.

After he got out of politics, he had no money - he was broke and in debt. But, he did something quite extraordinary in terms of American education and culture - he offered his library to the nation. Jefferson's friends in the Congress of the United States were munificent enough to say that Congress would pay him $25,000 for his library. It had cost him much more than that but he needed the money to pay his debts. He then catalogued his library, every book, and that library was sent by thirty or forty wagons from Monticello to Washington, D.C. These books became the foundation of the Library of Congress which is, today, the greatest library in the world, with approximately twenty-eight million volumes including innumerable charts, maps and manuscripts.

It was heart-breaking to the old man to give away his library but he needed the money to pay his debts and he wanted the nation to have it. It was an extraordinary library, with everything in it, every science known to man including a lot of wonderful, old, Americana.

Jefferson was one of the most educated men in the world. Another was a German, Von Humboldt, who founded the University of Berlin, a great geographer and explorer. Curiously enough, he and Jefferson corresponded together. Jefferson's first great passion was music; his next was books and ideas.

He wanted Americans to have education. He had no political power of course, but he had something almost as important - he had enormous influence. After he retired from the Presidency, he began to dream of building a university in his home state, at public expense.

He consulted people in New England, in England, Scotland and France about the proper ideas for building a university and, thus, he began. He asked the Virginia legislature to allocate a sum for such a building. Although they were reluctant, Jefferson, the most astute politician this country has ever known,persuaded them to allocate every year - fifty thousand dollars, then a hundred thousand dollars, and then they started to build. Not only did Jefferson build, he also designed - he was its architect, its landscape architect, its everything! He would watch the building, he would watch it through eyeglasses looking down from his mountain and then he would get on his horse and ride off and go down and show some of those craftsmen, many were Italian craftsmen, how to chisel this stone, how to carve that stone and how to lay another. When the building was finished it was entirely one hundred percent Jeffersonian and was, beyond a doubt the most original, most exciting and most beautiful building in the United States. Columbia University, at that time had one or two buildings and three Professors - Hamilton went to Columbia - and Harvard was not much bigger either. The University of Virginia was stupendous for the time.

He then also invited scholars from the west - that meant primarily England and Scotland because they had to know English. How did he entice some of the best scholars and scientists from London, Glasgow and Edinburgh to the wilderness of Virginia? By offering a good salary. In those days, it was a thousand dollars plus the home. Back of the serpentine walls of the university were professors homes - you can still see them there. So, a thousand dollars a year plus a home was opulence. By the time the university opened its doors in 1825, the year before Jefferson died, the university was the outstanding university in the United States.

There are two points I would like to make about this university. Jefferson pointed out that the United States was a growing country. When Washington was inaugurated the United States had about three million white people and about half a million slaves. When Jefferson became President in 1801, it had a population of about ten million - it had increased about threefold in a decade. And Jefferson said, "We are a growing country", particularly after the Louisiana Purchase. "Surely a growing republic must have its own trained people for everything". Incidentally,one of the courses in the University of Virginia (Jefferson, of course, had designed the curriculum) was military engineering which was a very important part of the science of the time. As the country grew, it would need people with all these specialized skills. Where could you send students? Boston? Well, there was nothing in New York. He said that all the bright young men who wanted to be the scientists, the doctors, the leaders, would have to go to Europe. But, what would happen when they went to Europe? They would go to England to Oxford or Cambridge - two of the three great universities in the British Isles - where they would meet snobs who hated the people; who were anti-democratic, who were gamblers, who were corrupt and who were members of the aristocracy. We send our young men there for five or six years and they come back rotten Americans. We don't want them. We don't want them!

So, he said, suppose we send them to Paris. He said that he had spent five years in Paris and knew what would happen to them there. In Paris, they would learn not to respect their wives, they would acquire mistresses, they would deal with loose women and there they would catch syphilis; (he used other terms for that but that is what he meant) and then they would come home - and what do you have? You would have rotten people and we don't want them either. So, what alternatives do you have - build your own university!

Although the nation never had a national policy until recently, he believed this. He was no longer President, but, he could do something in Virginia,which was numerically the biggest state in the Union as at that time it included what is West Virginia today, and parts of Ohio.

And so, he wanted to build a University in Virginia and that is what he did. It was a struggle, year after year. He persuaded the legislature,which ultimately had to allocate something like four hundred thousand dollars. When you consider that a working man earned about five or six dollars a week at that time, you will see that it was an expensive university. But, being Jefferson, he got away with it, and thus, he built the first great state university in the United States - at public expense.

His idea was to select the brightest students from the high schools (he was also a pioneer in the American High Schools) and then the brightest young man (women do not enter into the picture for a time either then and for a century thereafter) would be sent to University to learn the proper skills at public expense. Not only was their tuition paid but their maintenance as well. Extraordinary, absolutely extraordinary. It was a first example of a state university in the United States, an example for the rest of the country to follow. The first copy, I think it was the first, of the University of Virginia, was made by a man who Jefferson had appointed as Governor of the Michigan Territory, a man named Augustus Woodward, after whom Woodward Avenue in Detroit was named. Woodward decided to do the same thing in the Michigan Territory as Jefferson had done in Virginia and he persuaded the Michigan Territorial Legislature to set up a University before Michigan became a state. Augustus Woodward, like Jefferson, was trained in the Classics and he called it "Catholepistemiad of Michigania". Fortunately, the legislature finally decided that was too much and called it University of Michigan.

And then, as the western states came into being, every single state followed the example and set up state universities - Wisconsin, Minnesota, the Dakotas, all the way to California, where one of the first things the legislature of California did, on becoming a member of the Union in 1849, was to build the University of California at Berkeley. Incidentally, they all followed another example of the University of Virginia in setting up state universities in small towns. Berkley was a nothing little town and so was Ann Arbor. Again this was a good Jeffersonian principle which people followed after Jefferson died. They knew all the kids would be distracted if taken to a big, sinful city like New York or Philadelphia. You want them to be isolated so they can do nothing but study. That is the theory of the location of the state universities in small towns in the United States.

The example of the University of Virginia was one of the great revolutions in the development of American ideas, American education and American culture, because, for the first time in Western civilization, common people - children of workers and farmers, anybody - could acquire an education if they wanted it, free of cost.

When I was a youngster, I went to school in Detroit, and I did take a few courses at Ann Arbor. My tuition at Ann Arbor, the State University, in 1925, was, I think, forty-five dollars. That included lab fees, library fees and everything else. But, for a long time, those were free and you did not have to be the son of a rich man to acquire an education in the United States - throughout the whole of the nineteenth century and up to our own times. If you did not have any money, you worked your way through school just as anybody could. There was no excuse. After the building of the great state universities following Jefferson's model, there was no excuse for the American boy and later, girl, not to have an education if he or she wanted it, if you wanted to work for it. Perhaps you did not have any money and you worked as a waiter. It was an honorable profession to be a waiter. Just to illustrate, my boss Harold Ickes, a man born in Pennsylvania who grew up in Chicago, and who became a very powerful member [illegible] sevelt's cabinet - supported himself through college and law school by working [illegible] janitor. He, like Alan Austill and myself, was a graduate of the University of Chicago. It was very common for people to do that if they wanted an education and there was absolutely no reason why any ambitious, especially a white, boy not to acquire an education.

That, of course, very rapidly helped to transform the United States into one of the great and powerful nations of the world. Careers were open to anybody. That was also true in Military Science. It was Jefferson who founded Westpoint, in 1802. At West Point, a white boy recommended by his local congressman could get one of the finest technical educations free-of-charge. This in itself was a revolution because everywhere in the western world and possibly, also in Asia, the military class was a ruling class - an aristocratic caste.

In France, you could not be an officer unless you had sixteen family quatrains showing you had sixteen ancestors who were aristocrats. The same was true in Germany and Italy and elsewhere, but not in the United States. The States deliberately followed the Jeffersonian idea that the state should educate its talented people. That is why we never had a military caste. We had some generals from richer families than others, for example, Patton, a great general who was mildly crazy because he wanted me to be his intelligence officer, but I did not want to. Patton was the son of rich people; so was MacArthur whose father was a general, but most of the others were common people. Our two foremost generals in World War II, Omar K. Bradley and Dwight D. Eisenhower were children of the poorest strata of the population. For Europe, it would have been very difficult for these people to rise and become great army officers. Dwight D. Eisenhower's father was a worker on the railroads who could not afford to send his boy to school unless the schools were free.

So, I think it was an idea of Jefferson's that helped to transform the United States into what it did become - his fundamental concept of a self-governing republic which needed education.

Jefferson said that ignorance and freedom were natural enemies. You could, he held, have one or the other, but never both at the same time. "If a nation," he wrote, "expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." He made this point repeatedly over the years. So far as he was concerned, the cost of education, especially public schools for the common people, did not matter. It was beyond price.

All over the world, aristocrats and monarchs had always had a monopoly on education for themselves. They did not have to provide it for others because only they, the elite, had the power to rule and to make decisions. The people in general were deliberately kept in ignorance, Jefferson believed, so as to be more easily dominated by their rulers. It was pretty deliberate everywhere.

A republic, a democratic republic, however, had different requirements. It was not centered around a ruling class but was rooted in the people - the "ultimate guardians of their own liberty". But illiterates could not be expected to know how to govern. To rule, even indirectly, meant to make choices, and to make choices required knowledge, which, at least in a state of civilization, could be acquired primarily through schools that were open and available to everybody. Jefferson thus considered education the only "sure foundation" for the maintenance of a republic and the preservation of freedom. He saw, in fact, no alternative. In his First Inaugural Address, he called education one of the "essential principles of our government". You do not find that in public addresses of leaders of other cultures.

Jefferson began to make plans when he was still a young legislator. In his capacity as Revisor of the Virginia Statutes, he had drafted three bills in the field of education which were pioneer steps in the promotion of his ideal of a commonwealth of freedom. Of the three, "A Bill for More General Diffusion of Knowledge" which he completed sometime in December 1778, was of special significance. It was a blueprint for a public school system in Virginia that was to serve, with modifications, as a model and example for the rest of the country. Another bill provided for the establishment of a public library in Virginia.

Jefferson's Bill for the "Diffusion of Knowledge" provided for a division of every county into five-or-six-square-mile districts, called "hundreds", in each of which there was to be built a free, three-year school for teaching all children reading, writing and arithmetic. Every year, after a diligent and impartial examination, the boy of "best genius", that's the fellow with the highest I.Q., was to be selected for further education in Greek, Latin, Geography, and higher Arithmetic, without cost to his parents. After six years, the superior half of the group - those of the "best learning and most hopeful genius and disposition" - were to be selected and sent to William and Mary College. There, at liberty to study "such sciences as they shall choose", they were to be "educated, boarded, and clothed" for three years, at public expense.

Jefferson's educational plan was designed to achieve four major objectives. First, it was to make all people literate - at least in the traditional three R's - and thereby make it possible for them to rule themselves intelligently. For this purpose, he proposed something that is unfortunately obsolete today, that the first stages of education emphasize mainly historical readings. He said, quoting the great philosopher Dionysius of Halicarnassus, that "History is philosophy teaching by examples". In Jefferson's rephrasing, history was a subject which, "by appraising the people of the past, enables them to judge the future". It was a reservoir of indispensable political lessons. A proper knowledge of history he believed, "would furnish a self-governing people with the necessary yardsticks for judging what was right and for defeating what was evil in their systems". Perhaps, it is too optimistic, but this thought of Jefferson's is still held by many.

Secondly, the Bill for the "Diffusion of Knowledge" would assure training at higher levels, both for the sake of science itself and for leadership in general. Jefferson considered the promotion of science (and scholarship) as the noblest of human endeavors. He thought it inconceivable, for example, that a genius like Sir Isaac Newton should ever have been wasted on political, or any other nonscientific occupations. A scientist of such caliber was nature's most precious gift to man. So was talent in general. Jefferson believed that talent, which could be found scattered among all classes of the population, was nature's chief instrument for the progress and amelioration of the human condition. It was, therefore, the duty and the interest of society to encourage and develop talent to every possible extent.

The selection and training of gifted young men, at public expense, would furnish invaluable leadership for the "instruction, the trusts and government of society". These talented, trained people he referred to as a desirable "natural aristocracy", based on tested ability, rather than, as in Europe, social status or money. In other countries, Jefferson said, the "mass of talents" lay "buried in poverty" and thus lost to the people for lack of educational opportunities. In America, public-supported education would bring forth and nourish the gifted for the benefit of all. Incidentally, this was often repeated by other Presidents, by Abraham Lincoln, by Woodrow Wilson and others as a fundamental Jeffersonian concept.

The third reason for Jefferson's championship of public education, closely connected with the first, was the need for the inculcation and maintenance of "virtue" among the people. He assumed the correctness of Montesquieu's observation that the essential principle of a republic was "virtue". To Jefferson, the term was practically interchangeable with morality. He used the word in the context of honesty, simplicity, kindliness, and benevolence. "The essence of virtue," he remarked in a letter to John Adams, "is in doing good to others," and, also, a public responsibility. Today we have changed the meaning of the word virtue. We say that a woman is virtuous meaning that she is not a loose woman. But, that is not the sense in which Jefferson used the term.

A republic needed virtue in its citizens, because without it there could be no enduring self-government, since the latter was based on mutual confidence and respect for others. It meant, among other things, simple human trust in the majority - that it would not abuse the minority, which was often helpless. The minorities always were abused throughout most of the world, even today. The moment some people gain power they tramp on everyone else. This is not Jeffersonian virtue. A degraded people - one without virtue, that is, without kindliness and consideration for others - obviously could not govern itself or others, except through violence and brutality. And all history, including contemporary history, proves Jefferson right. History is full of examples of how people could be debased and put to vicious use by corrupt leaders. "In every government on earth," he said, "there is some trace of human weakness, some germ of corruption and degeneracy," which cunning politicians will discover and wicked ones will open for exploitation.

To guard against such a potential "gangrene" in the body politic, it was necessary to instill virtuous ideas in the minds of the citizens. This could be done by example and by precept. But the steadiest and most reliable instruments for the inculcation of virtue in the citizens, were schools and books. For this reason, Jefferson recommended any good reading, including great fiction, provided that the novels portrayed decent characters and presented salutary examples. "Everything," he said, "is useful which contributes to fix us in the principles and practices of virtue."

The fourth and possibly most important reason for Jefferson's espousal of the "diffusion of knowledge among the people" was his conviction that it was an indispensable vehicle for the achievement of happinesss - I don't know whether anybody shows this today, I am just saying this is what Jefferson felt. He viewed happiness, not in the modern sense of "fun" or "good time", but as personal fulfillment expressing itself in an atmosphere of political freedom. Happiness was an inner state that derived from good conscience and satisfying occupation and did not depend upon status or affluence.

For Jefferson it was unthinkable that ignorant people could be happy, any more than they could be free. Contrary to the proverb, ignorance was the reverse of bliss. The uneducated could not attain happiness because they remained in a state of brutishness, their minds filled with frightening superstitions, instead of liberating truth. Hence, they were always easily exploited and dominated, and thus unable to achieve the serenity and self-fulfillment that constituted happiness, without which, Jefferson believed, life was not worth living. The fetters could be broken only by knowledge that comes through education. If you enlighten the people, Jefferson told Dupont de Nemours, the founder of the Dupont Dynasty and a friend of his, you will find that their oppressions of body and mind "will vanish like evil spirits at the dawn of day".

Jefferson may have been too optimistic about the wonderful consequences that he expected to flow from the "blessings of instruction". But it was his abiding faith that widespread education, together with freedom, would advance the "happiness of the human race". And in his philosophy, that was the sole object of all legitimate government, and I ask, could there be a nobler ideal?

I should just conclude with the words that Jefferson grows on you. He grows on the mind and spirit of mankind. He has become, especially for educators, the foremost national treasure this country has ever produced.

PART TWO

WORKSHOPS

GRANTS ARE A MANY SPLINTERED THING: THE MANY FACETED ASPECTS OF GRANTS

MODERATOR: *Dr. Lee Katz, Dean of Academic Affairs, University of Michigan*

RESOURCE PERSON: *Ms. Fannie Eisenstein, Associate Dean, New York City Community College*

RECORDER: *Dr. Thomas Chambers, Dean, Manhattan College*

It takes a great deal of courage for those educators in Continuing Higher Education to stay with the many faceted aspects of grants. Grants, indeed, are a many splintered thing. While it requires great perseverance to continue working in the grant arena, the satisfactions derived by those associated with the delivery of a grant can be an experience of joy.

The legitimate arena for grants is ideally found in research and development practiced by stable, full-time faculty - those instructors who are encouraged by the challenging elements in the grant proposals; stimulated by grant officers to enlarge their curriculum ability; excited by grant people to develop their insights and to do other experimental things, but are also secure in their thoughts that they will return to their regular job after the grant money has been exhausted.

In Continuing Higher Education one does not have the stable faculty which may be encouraged to do curriculum development and experimentation. Many of those in Continuing Higher Education live with modest expectations of funding their grant proposals. Grants for Continuing Higher Education are not based on existing resources and therefore require continuous estimation of the problems of production which the grant is expected to generate.

Prior to the writing of a grant proposal, an institution needs to evaluate a vast number of aspects of problem areas normally associated with the implementation of a grant. Although in no order of direct importance, the following problems are usually evaluated:

Competition
Intermittence
Staffing
Constituency
Resources
Institutionalization
Imagery
Coherency

Perhaps the most important problem of writing a grant proposal is a result of the extremely competitive nature of the award itself and the very high risk factor of the time and energy to be committed for the results expected. An experienced "grants" writer may expect a production achievement of one grant award for every four grant proposals. Grants are also intermittent, episodic and limited in time. In the more common academic research areas, it is possible to generate funds for a three year period, while in Continuing Higher Education, funding is generally on an annual basis, sometimes for periods of only six months. If the grant is chosen carefully, it is sometimes possible to obtain funding for a second or perhaps, third year. This, however, is a rare experience. In planning for a grant, one must be aware of this "short term" regardless of how creative or stunning a program is a result.

Staffing may also be a problem. In Continuing Higher Education, the staff of grant writers and implementors are usually organized under soft funding, and, although staff are hardened to the delicate timing schedules of grants, they invariably suffer piques of anxiety and anguish. More than half of their very productive minds have been delivered to the program, and the other half have been set to survival in the conditions which will exist after the grant period has ended. Although these grant writers and grant implementors commit tremendous involvement, they do not expect to find their grant position continued at the end of the year. Grant implementation thus instils distress and anxiety.

Continuing Education gets involved in certain grant arenas as a means of attracting support for certain groups of people who would not otherwise be served in normal education programs. In terms of programs which deliver education and training, grants permit Continuing Higher Education to address its efforts to such groups as the aging, the handicapped, the unemployed, the under-employed, minority groups, women, and that portion of the population who have in one way or other been disinherited or discriminated against. The level of response to such programs generated by such grants is tremendous.

Anyone receiving a grant is concerned with the use of institutional space and the raising of indirect costs which may be expensive and costly to your own institution. Thus, one is pulled in one sense by the desire to do service and to use every penny in the grant to deliver education and training but, pulled on the other hand to help pay for the indirect costs. Continuing Educators can seldom contribute anything tangible from grants except occasionally, some equipment.

Almost all grants are written with the underlying idea that seed money would make one so competent or the program so valuable that the institution would absorb the program and its expense and institutionalize it. However, this is not always possible. The goal of institutionalization, however, even when one makes a determined effort, is a half-a-lie in any case because, in the next few years, it is doubtful that the institution would be able to absorb a new program no matter how magnificent. It is necessary, nevertheless, to try.

It is also necessary to create a new image of the institution, as some grants have made it possible for people who have never had the opportunity, to come with dignity and be welcomed into an educational institution. Many programs - for those coming for such basic things as learning to read, at fifty-five years of age, or aiding an individual at age eighty-four to become a trainer of others, reach out to particular groups of people who have been afraid and mistrusting of educational institutions.

Perhaps one of the most difficult problems in requesting and receiving grants is that of trying to coherently plan when there is little in the way of orderly granting and thus, in long-term planning, in a program. There is heavy competition in Washington and one is often prompted to question whether it is even worthwhile to apply. However, the fact that grants often assist us to create education services for our constituency which would not otherwise be reached encourages us and acts as a magnet for Continuing Higher Education.

Grants offer the possibility of testing ideas that would otherwise be untested -

to offer experimental programs, to offer alternate programs in the liberal arts and career programs. In some instances institutions receive contributions of certain equipment - typewriter laboratory or a laboratory of drafting tables which remain with the institution even after the grant has terminated.

Often the reward which one receives comes from seeing the program developed by the grant being taken over and funded by a state or federal department on a year-to-year basis. For example, some programs developed by one institution for the education of inmates and former offenders now out of state prisons, have been taken over and funded by the Department of Corrections or the State Education Department. This is in itself a reward for having persevered in the instigation of the program.

The receiving of grants can be both helpful and harmful to a division of Continuing Higher Education. It can be helpful in that project directors, often called upon to assist in field work, receive training and development, "in-house". Thus their experience and productive qualities are enhanced. Such an activity may be harmful to the division which has trained them as they often leave to work in a non-collegiate educational program such as the Smithsonian or United Hospital Fund. At the same time, since many of these programs are limited to six months or one year funding it is beneficial to those involved with writing and implementing grants to be able to sell their talents once the grant has run out.

One of the problems that one has to face is that of raising expectations both among those implementing a grant and those who are the recipients of the program provided. It is difficult to see good programs terminated. Thus, there is a risk involved in undertaking any grant program.

An equation which New York Community College has developed for making such a decision is:

$$G = \frac{Se}{R}$$

G = Grant

S = Service to a constituency

R = Risk encountered

e = Energy (to the exponent of energy and endurance which one will undertake to secure a grant.)

At the end of Ms. Eisenstein's presentation, a brief discussion ensued and in great part was supportive of Ms. Eisenstein's findings in dealing with grants. While many sought to explain a number of differences in managing grants in public and private institutions - two year as compared with four year colleges, the various agencies' constrictions in different states or localities, there was a general agreement that the creation of an educational service for those educationally by-passed, handicapped or otherwise not reached was the magnet which attracted educators in Continuing Higher Education.

NOTHING JOINT VENTURED, NOTHING GAINED: THE POLITICAL AND ECONOMIC REALITIES OF COOPERATION

MODERATOR: *Dr. Ian Campbell, Principal, Rennison College, University of Waterloo*

RESOURCE PERSONS: *Mr. James Mahoney, Project Director, Education Works Councils, AAC/JC; and Dr. Marc S. Salisch, Executive Director, Council for the Advancement of Life-Long Learning*

RECORDER: *Dr. Anita Pescow, Director, Center of Business Studies, Hofstra University*

COMMUNITY EDUCATION WORK COUNCILS: LINKAGES BETWEEN EDUCATION AND WORK

In 1976, the United States Department of Labor began the funding of an innovative project - the Education Work Councils Program. Four coordinating bodies were chosen to carry out the project: the National Alliance of Businessmen, the National Manpower Institute, the State of New Jersey, and the American Association of Community and Junior Colleges (AACJC). These four units were to test the idea of community-based work councils.

Objectives of Work Councils

The purpose of the program is to facilitate the transition of youths (16-21 years) from educational institutions to the workplace. The councils also seek to develop and maintain a collaborative process, so that each interested sector of the community will have an equitable voice in council deliberations and activities.

Need for the Council Concept

The need for this function is clearly demonstrated by some of the factors that have kept youths from employment:

1. Restrictive child labor laws
2. Employer biases toward the hiring of youths
3. Failure of high school counseling departments; emphasis has been placed on academic students, often neglecting those with vocational goals
4. Too few on-the-job training and apprenticeship programs
5. The unhealthy stress on credentialism (degrees and diplomas)
6. The lack of job placement services in public schools
7. The prevalance of a depressed economy, coupled with an unacceptably high youth unemployment rate

It is for these reasons that the Department of Labor contracted for the Council concept to deal with the vocational transition problems of youth.

Guiding Principles of the Councils

Councils were to rely on local community initiative. They would help youngsters to bridge the gap between the education process and employment by providing them with the knowledge gained by the broader community.

Program Assumptions

1. Local communities are best suited to identify and solve their own problems. The role of the Federal government should be a facilitative one: to collect information; to produce more responsive and better government policies; to lend dollar support to community efforts.
2. Local communities can help to reduce the difficulties youths experience when moving into the workplace. If this function is not performed, severe problems can arise.
3. Youth transition problems are not the responsibility of a single community organization: business, labor, education, community groups and social agencies must join together. Each has its own contribution to make and each should be involved in employment programs. The collaborative effort of all significant community components can help decrease youth transition problems.
4. Community Colleges are logical organizations to initiate work councils which will help resolve some of the difficulties of youth because of the community-serving philosophy of these institutions; these colleges are also closely involved with community leaders.

The AACJC Council Model

The Community Colleges were to serve as initiators of education-work councils. Seven colleges were selected; two were from rural areas. The functions of a college subcontractor include: organization of a council; participation as an equal member of a group (not as a super director); and, direction of council fiscal functions.

The National AACJC Program Office provides the following services for their subcontractors: technical assistance; monitoring of local activities and budgets; maintains liasion with the Department of Labor, other Federal agencies interested in the program, and the other three coordinating organizations; encourages other colleges to initiate their own council activities; operates a council clearinghouse; prepares funding requests.

The general approach to Council development at each of the demonstration colleges was to identify a small group of community leaders who were interested in the program. This group then recommended council members (20 to 90 persons) from the following groups: business; organized labor; education; clubs; parent and student groups. The councils then set goals, publicized their purposes, and collected locally relevant data on youth-work conditions. They then set out to perform the various projects summarized below.

Examples of Council Activities

1. Initiation of Apprenticeship Programs
2. Employer Service Units - survey needs of employers and use data to get

schools to offer appropriate vocational course work

3. Community Information Programs - on manpower planning, career education, and the distribution of resource material
4. Pre-employment training - on skills for finding work - dress, completion of applications, resume writing, and interview behavior
5. Production of slide and movie materials on jobs
6. Seminars by Human Service Agencies - to communicate services that are available, to explain government programs like C.E.T.A.
7. Development of Survey instruments to collect localized data and design action agendas
8. Speakers Bureaus
9. Women's Programs
10. A mobile career planning lab for rural areas

Work Councils - Impact of These Cooperative Ventures

The following community and government groups are highly involved in Council efforts: C.E.T.A. Employment Service; vocational educational institutions; chambers of commerce; public and private schools; labor unions; universities; businesses; and, parent and student groups.

The early experience with the concept indicates that the more active the councils become, the more willing these diverse groups have been to participate. Therefore, although organizational conflict exists among council members, the positive goal of community improvement seems to make professional cooperation possible. In addition, the Councils are doing community projects that have not been done before.

Conclusion

From the above examples, we can see that a number of effective programs to help solve the problem of youth employment have been catalyzed and organized through council efforts.

A final evaluation study will be completed in two and a half years. After December 1978, Department of Labor funding will most likely be discontinued for three of the four original coordinating bodies. However, local demonstration communities are expected to continue to generate their own resources.

COUNCIL FOR THE ADVANCEMENT OF LIFELONG LEARNING (CALL)

CALL - An Educational Consortium

CALL is a consortium of twenty-four, post-secondary educational institutions in northeastern New York State. This region contains a diverse population; it includes a large urban center and a vast rural area - the Adirondack Reserve. The project was originally set up as a service for employers in the region, as a central referral agency, to aid them in fulfilling the training needs of their companies. CALL refers employers to programs offered by member institutions.

Funding

The project has been funded by the individual colleges, Title I of the Higher Education Act, and foundations.

Objective

Our speaker stressed that a major goal of CALL is to effectively and efficiently get adults enrolled into appropriate continuing education programs. He stated, "Adults do not like to be bounced around."

For the member institutions, CALL's major function is to help the deans and directors maintain and raise their enrollments. It evolved from a research and professional organization to one which focuses on marketing continuing higher education to adults who are not presently participating in these programs.

Problems: Fears of Member Institutions

Both the larger and smaller institutions were wary of the competitive advantages they would lose in this type of cooperative venture: the smaller schools felt they would be overshadowed by the larger ones; the larger institutions feared they would lose their present advantageous market positions.

The position of CALL is that equal outcomes cannot be guaranteed for all member institutions, although the staff attempts to be even-handed. However, because of the existence of CALL the local colleges are more likely to gain business that might be contracted for outside of the consortium region. "We do what the institutions cannot and will not do. We convince employers not to go out of the area."

Strategies and Activities of CALL

1. To disseminate current, accurate information on all post-secondary educational programs available in the region.
2. To give advice and support to trainers, affirmative action officers and personnel managers. "We try to make them look good." This is particularly important, since employers fear the high cost of education, and educational benefits are often included in union contracts.
3. CALL will make referrals outside of the region if the program desired is not available from the members. This preserves its credibility as a service organization which can be trusted. CALL then helps to counter the negative image business has of educational institutions as just another set of vendors.
4. Continuing education "Linker Workshops" are conducted by CALL staff. This program is designed to train individuals as continuing education advisers. To date, 350 "Linkers" have been trained; they come from library staffs, human service organizations, leaders of the "disadvantaged" community, unions, business personnel departments and training staffs These continuing education counselors have each made an average of ten referrals to member colleges.
5. CALL has developed publications which outline the availability of: part-time bachelors' and masters' degree programs; non-traditional degree programs; tuition assistance for part-time students; women's programs and support services.
6. CALL publishes resource handbooks and directories of educational services.

7. CALL staff will speak to groups. They will also help organize "College Days" for employers.

8. A Faculty Registry is maintained for adjunct faculty.

9. CALL will also point out new community educational needs to member institutions.

10. It must demonstrate the payoffs to the participating colleges. (None have had a decline in enrollment; most have shown significant increases since CALL has been functioning.)

Conclusions

Our speaker,therefore, finds that CALL is successfully building a broader community image for continuing education. It is helping to counter the attitudes of some recent high school graduates who dislike education.

CALL is also striving to improve the accessibility of continuing education programs and is attempting to get member institutions to move into new programming possibilities, as the needs arise.

The speaker concluded that in CALL's three years of existence, "We have done the easy things, now the more difficult jobs must be done." For example, it has not done an active job of brokering for the medium-sized employer. CALL staff should be expending even more effort on building a broader community image for continuing education by means of a media campaign.

LOBBYING: GETTING YOUR STORY ACROSS IN THE CORRIDORS OF POWER

MODERATOR: *Dr. Ralph Spencer, Vice President and Provost, Oswego State College*

RESOURCE PERSON: *Colonel Wilbur W. Hurt, Director of Community Services Coordinating Board, Texas College and University System*

RECORDER: *Dr. John Oblak, Assistant Dean, Academic Services, Indiana State University*

Summary of Col. Hurt's Remarks

Col. Hurt explained his division of higher education into two different categories, with the basic differences being, "Who decides what is needed?"

Category I - Traditional Higher Education

The student is young, inexperienced, full-time, financially dependent, right out of high school and without knowledge of what he/she needs to know.

Category II - Non-Traditional Higher Education

The student, or someone acting on behalf of the student (i.e. employer), decides what is needed and pays most of the costs incurred.

Col. Hurt does not consider himself involved in a career as a lobbyist for he does not do lobbying; however, he has from time to time provided some valuable information to legislators. Lobbying begins, according to Col. Hurt, many years before a particular legislature or congress meets. Effective lobbying is dependent upon two key elements.

1. A developed and agreed-upon program that is a salable product.
2. Development of a constituency willing to spend their time, effort, and money to sell your program to the legislature.

There are several rigid rules that must be observed when putting together these two key elements.

a. The majority of legislators respond to urgent social problems - "Squeaking wheel gets the grease." The problem must be a matter of concern to a large number of people. What does your program have that is of concern to a large number of "voters"?

b. Present the problem in terms of The Problem; not in terms of The Proposed Solution. Emphasis on the solution you propose at the time when problem awareness should be the first concern invites controversy in part because many may not believe that your proposal is the best and because some may interpret that you really are finding a problem for a solution (program) you want desperately to try.

c. People are primarily interested in the things that are of immediate importance to them.

Col. Hurt explained that, as he has viewed it, changes in our society have occurred when:

1. A specific problem or problem area has been identified.
2. The legislative body is convinced that action is necessary.
3. The legislative body assigns the responsibility of solving or alleviating the problem to a governmental agency and provides the authority and resources necessary to that agency to achieve the objectives.
   NOTE: Bypassing this procedure seldom results in solving problems.
4. Money for establishing programs to solve problems comes from the appropriate governmental agency to the university; not from the legislature to the university.
5. Magic Word Theory - Government is directed by a series of magic words. When the particular word or phrase is magic, you can get "all of the resources and priorities you ask for" if you can "tie your program to that word phrase"; e.g. "The war on poverty," "Tax reform," etc.

How Do You Lobby?

Basic Rules:

1. Change only what must be changed.
2. Stay away from controversies as much as possible.
3. Don't create a new system if existing one can be modified.
4. In legislative circles compromise is not a dirty word. If compromise will achieve part of your objectives without doing irreparable harm to your principles, you probably should make those concessions.
5. Don't lobby if you are an obvious benefactor; let your constituents do it for you.
6. Whenever possible, work through a professional lobbyist. Lobbying is a "new world" for educators and it is easy "not to make it through the mine field."
   NOTE: Continuing Educators have the advantages of professional lobbyists in the areas of business and industry, labor, municipal and county governments, and one of the most powerful groups - the senior citizens.
7. Know your opposition and remember that change is always threatening. Alleviate the fears related to change whenever possible.

Hazards in Dealing With the Legislature

You will not sell community service and Continuing Education to your legislature if:

1. You haven't done your homework properly, including the development of a consensus on what to ask for and a constituency of beneficiaries willing to spend time, energy, and money to get your program through the legislative maze.

2. Your proposed program is not supported and approved by a majority of the college presidents whose funds are regulated by your legislature.

3. You have not determined the problem(s), the resources available to solve them, and arranged the time, places, and fees to affect the solution.

4. You do not recognize that Continuing Education, more than traditional education, is established under a quality control base with the student as the evaluator of the quality. The student in the Continuing Education market will not continue to pay for something that is not of high quality or does not meet his/her needs.

CONTINUING HIGHER EDUCATION BY NON-ACADEMIC INSTITUTIONS: THREAT OR OPPORTUNITY?

MODERATOR: *Dr. Milt Jarrett, Director of Continuing Education, University of Tulsa*

RESOURCE PERSON: *Mr. Anver Suleiman, Editor, Dean and Director, Bureau of Business & Technology in New York*

RECORDER: *Ms. Barbara Froelich, Project Director of Homebound Program, Queensborough Community College*

Introduction: Milt Jarrett

Continuing Higher Education Programs by non-academic institutions have been viewed as a threat and/or opportunity, depending upon what individual institutions are doing in this area and how they view the movement. We always hear that Continuing Education is the wave of the future, but we should beware of the acceleration and rate of change. The supply of continuing education programs will soon exceed the demand, in large part due to the increased number of programs developed by the "for profit" sector. The universities and colleges are faced with competition, and it is time for us to obtain a piece of this market now and hold onto it.

Our Resource Person, Anver Suleiman, Editor of Dean and Director, has been involved on both sides of the issue. Mr. Suleiman is also in the continuing education business: he is the "number 1" trainer of continuing education educators, and he conducts an array of seminars in this field. He views continuing education from both sides: the non-academic as well as the academic.

Presentation: Anver Suleiman

Mr. Suleiman stated the session would cover dealing with outside organizations to help plan and organize conferences. The following major areas were discussed:

1. Why you should have a relationship with an outside organization
2. With whom
3. What are the problems
4. What kinds of relationships you should enter into
5. How to check out people
6. How to maintain quality
7. How to maintain control for quality programs and financial benefit
8. How to check points in the contract.

Why You Should Have a Relationship With an Outside Organization

Outside organizations have something to offer or resources that you do not have, such as teaching, training and administrative resources. Further, they have the money to help finance programs. Their expertise reduces your risk factors; their prior success provides security for you and they can broaden the market you are now serving. Most importantly, they provide a learning experience for you. Outside groups move quickly into the market and gain acceptance. Universities, on the other hand, cannot do this by offering one program at a time. An outside group lends a variety of programs which you can use as a demonstration project and prove that it works.

Who Are the Outside Organizations

There are many groups providing this service:

1. The smallest is the entrepreneur.
2. Penton Learning Systems: Supply a complete package.
3. Consulting Firms: they benefit from the professional exposure and not the financial means. Universities can often retain the profits.
4. Individual specialists: Use them with caution. They are good but costly (the cost of working out relationships and negotiations). They have standard contracts and formulas.
5. Groups such as the Chamber of Commerce are often interested in sponsoring programs with you.

Problems

The problems you will encounter are varied. The faculty on your campus may create a sticky problem, and it is advisable for you to obtain a policy decision concerning the use of your faculty and outside faculty. If on-campus faculty are able to do the program better, run the program with them. Should they say do not do it at all, review your reasons for the program and your goal.

It is essential that you maintain quality and control with the outside organization so that your image will not possibly be tarnished. You must also be prepared to deal with political problems - find out who else is doing what and show your program is a viable way to go.

Another problem to be considered is turf: are you going to offer the program on-campus or elsewhere? Does it conflict with another institution? Can you step outside the imaginary boundaries?

These problems should be ironed out before you start with the outside organization. It is suggested that you involve those groups that will be affected initially in order to obtain their support.

You will be able to create a good image with your brochure, bearing in mind that the following groups will be among its recipients: alumni, parents of potential students; your own students; your administration.

The last problem cited was the ethical consideration - should you deal with a "for profit" organization? You should be able to, provided that it is consistent with the policy of your university.

Kinds of Relationships

An infinite number of relationships exist, and, Mr. Suleiman discussed several kinds he has had with universities. He pointed out that in any relationship, both sides must prosper and, if not, there must be a means for ease of withdrawal. One example mentioned was one in which the company financed the entire relationship with New York University, consisting of $1-3,000,000 in seminar and conference programs. Eight to ten percent was paid to the University for the use of their name and image.

Another kind of relationship is based on gross-profits, a joint investment and joint sharing of profits. If the institution invests $1,000 and the outside organization invests $3,000, the institution should derive more than 1/3 of the profit as it also provides its name and low postal rate. The division of profit should be negotiated.

Mr. Suleiman referred to his brochure, "50 Steps to a Successful Conference" and suggested that you check off those items to be completed by the university and those items to be completed by the outside organization. You must remain in control and tell the organization what you want to be done. Universities may be interested in looking for people who are not primarily interested in the profit, but rather, their exposure (e.g. consulting groups). They can be obtained if you can offer clout, or, in other words, access to particular audiences.

How to Check the Credibility of Outside Organizations

Obtain references from those people with whom they are doing business. Assess the problems they have encountered with the organization. Ask what changes they would make in the contracts. Check their financial references and make sure they are a stable organization.

Maintaining Quality

Quality can be maintained by the contract, but it is difficult. One good method is to collect evaluation forms completed by all who attended the conference. Be sure to distribute these forms and self-addressed, stamped envelopes during the conference and have the forms returned directly to the Dean of the program. We are urged to develop an independent means of receiving the evaluation form. One method would be putting certificate information at the top of the form.

Other ways of maintaining quality include: visit the program held at another institution before you bring it to your university; conduct surveys of those who attended previous programs; show the institution's involvement by inserting in the workbook a letter from the Dean stating the University is proud to be offering this program.

How to Maintain Controls

Financial controls may be enforced by making sure the university (and not you) issues the certificate diplomas. Your involvement should be just in the processing of the certificates. Should your institution not issue certificates, use sign-in sheets and monthly reports. The issuance of workbooks is also a means of control.

The Contract

The following key points should be built into the contract:

1. Ease of withdrawal for both parties: don't get into it if you can't get out of it.

2. Look for protection: make sure they are not offering the same program in the same territory within a reasonable period of time.

3. Make sure the terms of payment are spelled out: when you will be paid and when you pay the institution. Indicate the minimum performance and price agreed at the outset.

4. Limit your liability: be sure you have the right of approval and that you are not responsible for collections.

5. If the organization is responsible for the collections, be sure you are paid for all who attended the program.

6. Right of inspection of facilities and records that relate to these programs.

7. Clear mailing with your post office: show the post office your contract; otherwise, you will endanger your second class or non-profit permits.

Recommendations

1. Enter into an agreement with outside organizations as a learning experience.

2. Look to disengage or minimize your relationship with them.

3. Clear up faculty questions immediately. Notify all people in your organization who will be politically sensitive to what you are doing.

4. Look at your regional strength and the university's academic strength. Offer conferences with annual updates.

5. Make sure you have regional exclusivity with outside relationship.

Selected Questions and Answers

Q. Organizations seem to be overflowing with ideas for seminars and conferences and universitites do not respond quickly. Why?

A. There is financial risk for the institution. Non-profits are traditional and generally slow to respond. Those institutions that are responsive have done very well.

Q. Can you measure in an evaluation form whether someone is on a "high" or whether he/she has really gained information?

A. You must have follow-up to truly evaluate, and you should evaluate at time intervals. Program alumni are contacted to remind them of the program they attended and to determine what they gained. This is an opportunity to do market research. The happiness quotient correlates highly with performance. Such follow-ups cost money, but is a good marketing tool and should be built into the budget. Build the follow-up into your program and market it as seminar plus follow-up.

FINANCIAL AID FOR PART-TIME STUDENTS

MODERATOR:	*Dr. Louis E. Phillips, Director of Continuing Education, Furman University*
RESOURCE PERSON:	*Dr. Robert Clarke, Director of Financial Aid, University College, Syracuse University*
RECORDERS:	*Dr. Mary E. Lynch, Assistant Dean, School of General Studies, Manhattan College; and Mr. Russell A. Norton, Associate Dean; College of Continuing Education, Rochester Institution of Technology*

Mr. Clark's presentation contained the following points: scholarships were originally given for scholarly endeavor and not for need; during the 50's, a needs analysis was instituted as an important tool in establishing need and today's awards incorporate both need and scholarly endeavors.

National Direct Student Loans, Economic Opportunity Programs. as well as Work Study, Basic Educational Opportunity Grants (BEOG), and Supplemental Education Opportunity Grants (SEOG) are all based on income and can be applied at any institution. In the SEOG, matching funds from other sources are required.

At University College of Syracuse University, Financial Aid for Part-Time Students is a separate office which works closely with the main campus. Campus-based programs using institutional funds require a needs analysis. A standard methodology is needed for fairness to all. A basic theme should be established such as: "How much could a student contribute to his/her education?" A basic requirement for financial aid at University College is that part-timers must be matriculated and registered for at least six credit hours. When a student plans to attend, he wants to know costs for budget purposes. Tuition per credit hour is easily established as well as laboratory or other fees in the program the student is considering, books are estimated at $10 per credit hour, travel at 15 cents/ mile, and lunch. If federal funds are used, a needs analysis is mandatory; but, a needs analysis is not required for use of institutional funds. Needs analysis for part-time students can be prepared as follows:

Budget	Resources	Sources of Aid
Tuition	BEOG	Federal
Books	Grants	BEOG
Personal Expenses	Employer benefits	CWSP
Travel	Family contributions	NDSL
Fees	Other	State
		EOP
		Institutional

Need = Budget - Resources

Living expenses are not included as a budget item as they come out of resources.

Family resources include:

1. Adjusted gross income   positive

2. Non-taxable income) positive
3. V.A. benefits)

4. Federal income tax)
5. FICA) negative
6. State tax)

Positive - Negative = Effective family income

Offsets:
1. Family size
2. Unusual expenses
3. Employment expense
4. Un-reimbursed Jr. and H.S. tuition
5. Number of employed in family
6. Number of family in school
7. Ages of family members

Total offsets

Effective family income - offsets = Discretionary family income

Discretionary Income:

Effective family income minus offsets plus percent of assets equals family contributions.

Referring to employment expense offset, the following items are considered: married couples or a single parent, cost of maintenance expense, cost of child care, household expenses.

At Syracuse, 33% of the liquid assets can be included as a figure in determining family contributions.

The Syracuse approach is similar to BEOG in calculating need. Part-time students are eligible for work study grants, but since the grants are distributed according to need, full-time students generally exhaust all of the funds. Financial aid at Syracuse for the part-time student is also funded institutionally. After part-time students became aware that financial aid was available through University College, the financial aid program has grown 150% in the last two years. It is funded basically as tuition remission and is for undergraduate first-degree students. About 80% of University College students who apply for institutional grants receive them. Around 65% of matriculated students at U.C. receive some form of assistance.

Aid available is applied to need. SEOG is investigated first. This is then matched from another source, usually work-study or BEOG or NDSL. State funds are scarce for academic loads of less than 12 credits. Guaranteed student loans are a last resort if needs cannot be met in any other way. Currently, guaranteed student loans are permitted providing students' income is less than $25,000.

As a financial aid officer, don't apply rules coldly. Discretion in needs assessment is very important. Students need counseling and one should spend as much time as possible in giving financial advice. Flexibility is important but documentation is required in assigning money to a student. Program reviews are done in order for funds to be available to an institution and documentation is demanded.

A full-time financial aid officer is needed for part-time students. The individual must work evenings when students are in class. The institution must commit funds for the part-time student and publicity must be given to students. Make all news regarding financial aid available to all students. Guidelines for assessing needs must also be known to the student population. Students need a short, simple, clearly stated, application form.

A sensitive review of applications is very important. Personal interviews should be held as a final needs assessment. A student accounts receivable system must be established so that aid is properly recorded at Bursar's Office. Additional sources of funds for the institution could be sought through:

1. Law Enforcement Education Program (LEEP)
   Funds are not restricted to matriculated students but must be used for active duty police and correctional officers. LEEP funding is not a certainty but is reviewed each year.

2. Alumni can be contacted for support. Donations may be specified to be used for part-time students.

3. Women's Club scholarships are available through community groups.

Middle income families will soon be eligible for guaranteed student loans and for BEOG. The family offset has been increased. A single independent student with up to $6,000 becomes eligible. The assets of an individual student are now protected. BEOG can now be obtained for 16 semesters of half-time work. The dependent students' parent has offset protection of $17,000 and a 5% contribution of everything over $17,000. Independent students are protected up to $25,000. An attempt is being made to narrow the gap between dependent and independent student eligibility for aid. To date, BEOG funds are divided 40% to independent and 60% to dependent students.

To emphasize:

1. Time - students must allow time to apply for funds and to have applications processed.

2. Personnel - very important that full-time financial aid officers work evening hours in order to be available to part-time students.

Answers to questions at the second session were:

1. University College is independent and has full control over its funds.

2. For BEOG funds, a student must be registered for a minimum of six credit hours. There is no upper ceiling.

3. For BEOG funds, students obtain funds from office after the fact.

4. The greatest activity in the financial aid office is through guaranteed student loans. The default rate for the part-time student is less than the national average. A student does not start to repay the loan until after graduation or he is terminated from the program.

GOVERNMENT RELATIONS: PRIVATE COLLEGES & UNIVERSITIES

MODERATOR:	*Dr. John M. Sweeney, Associate Dean, Evening College, University of Cincinnati*
RESOURCE PERSON:	*Dr. Robert Hunter, Executive Vice President, Independent Colleges and Universities of Texas*
RECORDER:	*Dr. Curtis H. Moore, Dean, Evening/Summer Sessions, Rockford College*

A new task force of professionals in higher education known as governmental relations people has been hard at work during the last decade relating the higher education story on behalf of their individual institutions and their cluster of higher education types, both in their state legislature and in Washington.

Today, someone at every institution of higher learning must be assigned the governmental relations function, or the organization will open itself to undue problems, or at least, be "behind the times". In a number of institutions this function has been elevated to the vice-presidential level and includes a staff of several professionals and sundry clerks. Other independent and voluntary, non-profit organizations have had to confront the growing dilemma of how to deal with the vast array of governmental rules and regulations at all levels and still remain independently governed and independently controlled. Although in the past many people worked against federal aid to education, it is now necessary for institutions to realize that they cannot operate in isolation in our society today.

Many others in both private and public institutions and in government feel that in the next twenty years government relations may become the most important area in institutional advancement. One source, John D. Millett of the Ohio Board of Regents, has pointed out that higher education is financed: fifty-one percent by government payments; forty-two percent by charges to students; and, seven percent by philanthropy. Thus, one can see how large a role the "government" plays.

We are also in a time of increased government regulations and control and thus, must make government relations our business. Decision makers who develop our public policy today hear not only the plight of state-governed colleges and universities but also lend an ear to independently governed institutions as state budgets are conceived to serve the needs of the entire citizenry. Public policy in Texas has determined that higher education will be available to all within a sixty mile radius of any individual student and that he or she will pay only sixty dollars from personal sources.

Private institutions received state monies in their founding year, and have continued to receive support in various ways. It is important that they, as well as state institutions, continue to receive support. Thus, state and independent institutions must show up in the state capitol whenever the legislature convenes. In Texas, the presidents of all junior and senior colleges, and university systems, both private and public - meet to present a statement of principles which they can use to address the issues of higher education before the legislature and the citizenry at large.

As education dollars become shorter in supply in the future, it is imperative that an even greater degree of co-operation be developed.

We should not automatically think that our lives will be controlled if our students receive such funding. Most states now have grant-in-aid programs for students which help remove the ever-widening tuition disparity between what a student is asked to pay if he attends a private college and the low tuition price he is asked to pay if he attends a state-controlled college where he is heavily subsidized. It is up to the states to see that the students are given economic choices and access to a healthy private sector as well as a well-subsidized state sector.

Many forces are at work today which are changing, not only the way of life in many of the Third World countries, but, also, America as well. With such sweeping changes, good higher education will become even more central to the survival and progress of American civilization. This implies a new mission for colleges and universities - one that is ready to serve the nation and economic growth in important ways in the new era. Continuing education can come to the forefront to help serve the demands and desires of our society.

What is overlooked by many in higher education, including continuing education, is that federal granting is available from any number of federal agencies, not just HEW. Every effort should be made to investigate such possible funding. Government relations is here to stay. The seventy-seven regulatory agencies of the federal government are going to keep all of us in higher education busy trying to figure out what the appropriate response should be to their insatiable desire to prescribe how higher education should function and operate.

For every new requirement placed on higher education from the federal government, state colleges and universities have gone to the legislature for funding. The private sector, on the other hand, has had to seek additional revenues from private sources in order to pay for all the compliance enrollment.

Through an appropriate and systematic program of government relations, staffed by alert and competent individuals, the private sector of higher education can forge new and enduring partnership relations between the state-controlled and independently governed sectors of higher education, not only for the everlasting benefit of those who choose to participate in the lifelong learning process, but also for the considerable benefit of that great and wonderful individual known as the American taxpayer as he and she struggle to provide a big enough share of their daily livelihood to keep the voracious appetite of "government" and all of us "special interests" fully funded in perpetuity. And that's government relations at its best - or worst - depending on your viewpoint!

GOVERNMENT RELATIONS: TWO-YEAR COLLEGES

MODERATOR: *Dr. Benjamin Wieder, Associate Dean, Evening Division, Queensborough Community College*

RESOURCE PERSON: *Dr. Joseph Rushing, Chancellor, Tarrant Community Junior College System*

RECORDER: *Dr. James Carrig, Director, Continuing Education, Utica College of Syracuse University*

Dr. Rushing opened his remarks by indicating that all institutions, public and private, have a relationship of some kind with one or more levels of government - federal, state or local. This relationship, in his view, is becoming more complex and perhaps more restrictive as the years go by. Mainly because of the tax squeeze, he said, all institutions are coming under closer scrutiny. One of the problems this can cause for continuing educators, he warned, is a danger of getting caught up in uniformity in order to qualify for funding. In doing so, he added, they may run a risk of losing part of their autonomy.

What can be done to guard against unwarranted intrusions by government and to insure that our relationships with government will be beneficial to our institutions and to our programs? While indicating he could not answer for every institution, Dr. Rushing did suggest the following course of action:

1. Develop an understanding of the principles and problems of governmental relations.

   Each institution must establish some principles on which it is going to operate in its relationship with government. Each institution needs to develop a philosophy on how it will bargain with government before it runs into problems.

2. Establish policy guidelines for our relations with government.

   Decide: What will be the role of the institution in terms of legislation? Will it become actively involved in legislation? How far will it go in depending on government funds? What restrictions and what limitations by government will it be willing to accept?

3. Establish a policy on providing information to government.

   Decide how much information the institution is willing to provide and at how much cost and whether it is willing to spend the effort and money necessary.

4. Take a collective higher education position on governmental relations which affect all of us.

   There are times when institutions and individuals need to join together in various kinds of organizations to counteract inappropriate intrusions by government and to protect the autonomy of our institutions.

In the question and answer period that followed, discussion focused on the role of professional organizations in affecting government relations, the need for educating legislators of the differences between two and four-year colleges, government relations at the local level, who serves as a lobbyist and institutional priorities toward community service.

PROGRAM DEVELOPMENT AS MEANS OF TRAINING STAFF

MODERATOR: *Ms. Sarah C. Ciuffardi, Associate Dean, Evening College, Southern Methodist University*

RESOURCE PERSON: *Mr. Allen Austill, Dean, The New School, New School for Social Research*

RECORDER: *Dr. James M. Young, Dean, Special Instructional Programs, Washburn University of Topeka*

Dean Allen Austill used the New School and his experience in administering the Adult Division there as a backdrop for his presentation on program development as a means for training staff. Noting that he made no particular distinction in such terms as continuing, part-time, extension, or lifelong as means for describing the adult learner, Mr. Austill focused rather on the concept of colleges engaged in programming on behalf of individuals interested in a world of ideas. He cited the growth of interest in continuing education over the past two decades and the increasing number of adults entering the field either as learners or as providers of educational services. He cited the New School as one example in which an institution had grown four-fold within a period of approximately 17 years. The institution with nearly 1,000 faculty now serves approximately 25,000 students through four divisions and a graduate school with six majors. Adult education is one of the major divisions with a staff consisting of the dean, two associate deans, an assistant dean for administration, an assistant to the dean and 18 program chairmen and directors.

At New School, Dean Austill has adhered essentially to an "apprenticeship model" in the development of staff. In selecting new personnel the primary requisites must be bright people familiar with the environment of higher education and to learning purposes which it espouses. "Dean potential" is sought in every new staff hired. Work then becomes the program for individual professional development. Within broadly defined parameters new staff are given assignments and urged to "take-off". The task of the Dean is to help good persons attack the issues and to recognize the questions:

What are we about?
What are our priorities - students, faculty, comptroller, president?
Who are or who may be our students?
What are our resources - within the University and outside?
What are the constraints - space, budget, time, location, facilities?

Given the orientation to higher education and the programming of individuals interested in ideas; given the will to attack issues and recognize the questions; given the will to exercise initiative, yet function within constraints placed upon them, Austill favors the "apprenticeship model" over that which emphasizes structure in the training function. He would have new staff work, fail, succeed and learn. The proof of the method lies in the product. Just one example was a young assistant to Dean Austill who wanted to develop a program of photography to serve the greater New York area. From a program which started with three faculty and 50 students it

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has grown today to one offering 75 different courses to over 1,000 students. In the process of building, the young assistant worked, failed, succeeded and not only learned the skills of a generalist in adult education administration but also became an educational authority in the area of his special interest. The Austill and New School apprentice approach provided a unique avenue for professional growth, development and self-realization of this staff member.

In question, answer and discussion period following the Austill presentation several questions generally relating to staff and faculty development were brought into focus.

1. New staff need to get to professional meetings in order to expand their education horizons.

2. The right people for new staff position may not always come out of higher education backgrounds. Then alternative approaches to training must be considered.

3. Where does quality control of instructional programs enter in? Quality is the basic primary ingredient. Our clientele demands quality. Other issues which enter in include cost, facilities, and the market.

4. How can quality be distinguished from standards? Different programs have different standards. Quality is measured against standards i.e. teaching competence as opposed to academic credentials.

5. How can you evaluate staff performance? Visit them at the work site or in the classroom; then talk. Where are the strengths? What merits improvement and how?

6. Will the apprenticeship approach inevitably lead from position of generalist to specialist? The skills of continuing education will be acquired in the process.

7. What are the reward systems? In most institutions they are not economic. Frequently they are instead identification within an institution, vita identity and opportunity to test ones own ideas and teach in ones specialty area.

MID-COURSE CORRECTION: TRAINING & RETRAINING

MODERATOR:	*Dr. Walter L. Russell, Jr., Director Workshops and Off-Campus Credit Programs, University of Tennessee at Knoxville*
RESOURCE PERSONS:	*Mr. Mike Van Ryn, Director, New York State Title 1; and Ms. Fannie Eisenstein, Associate Dean, New York City Community College*
RECORDER:	*Dr. Michael Bromberg, Division of Continuing Education, American University*

Many individuals, having failed to make career adjustments tend to regret "the last thirty years", wishing they had had a chance to change the course of their lives. Educators have a responsibility to communicate with and encourage people who are dissatisfied with the present course of their life.

Mr. Van Ryn, whose experience is that of a state government official presented his ideas from that perspective. He reported that seventeen million adults (or 11% of the total population) in the United States are involved in some form of Continuing Education as follows:

19% are in Colleges and Universities
17.5% are in Community Colleges (largest growth area)
15.5% are in Place of work-employer sponsored programs
11% are in Elementary or Secondary Schools
8.5% are in Proprietary Schools (education for profit)

These figures indicate growth, much of it in the "Deschooled Industry", such as Xerox, I.B.M., and Kodak. In New York, an Office of Non-Collegiate Sponsored Education has been created to examine non-collegiate courses. This office uses the same criteria as accreditation associations in looking at the courses offered and has found many courses are the equivalent to collegiate credit courses. Thus, approximately sixty-eight percent of the schools in New York are non-granting credit based on these recommendations.

Of the seventeen million adults continuing their education, there is a great interest in improving their economic lot in life; therefore, their education tends to be for occupational purposes. The population tends to be well educated (36.5% have already completed college), and affluent; thus, they are not representative of the general population.

Another forty million of the population are "Adults in Transition" - people actively seeking and anticipating another job, using education as the vehicle. This population is predominantly white, female, twenty - thirty-nine years of age, with an income in excess of $10,000. Of these, fifty percent have some post-secondary education and the majority are presently employed. Those who are unemployed tend to be homemakers. Most of these people are seeking employment in more interesting and better paying jobs, and sixty percent of them plan to seek additional education for advancement or to switch to a new field.

These people are also seeking a variety of services - information on what educational and career opportunities are available, individual counseling, and week-end and week-night services. At the same time, they face many barriers to continuing their studies - money, transportation, child care services, and lack of information and time.

The Federal Government has provided direct assistance to Continuing Education by Title 1A of the Higher Education Act, but it has really little support from the Carter Administration. This is best seen when comparing the $18 million of 1978 and approximately $16 million of 1979, with other federal education packages:

Title I - SESA - $3 billion
Handicapped - $837 million
Vocational Education - $774 million

When the $16 million is divided among fifty states, this is not very much. New York State receives $1.1 million to fund twenty-seven programs or $41-43,000 per project. One of the problems with Title 1A is that it is too diffuse; it is extremely difficult to build a constituency; and, the states are doing what they please with the money.

Some ask if our population is over educated? If so, how do we justify tuition assistance for continuing education as overqualified workers tend to be dissatisfied. Many employees who are offered tuition reimbursement do not make use of it - probably about 5% do so. How then do we prove the need for funding of continuing education? Also, since many who continue their education tend to be affluent, are such programs recessive?

Another aspect of Mid-Course Correction was looked at by Ms. Fannie Eisenstein of New York City Community College who looked at training and working with older people. By the Older American Act, the accent has been on training others to work with the elderly. There has been little training of the elderly to work with the elderly. The process of change and transition does not end at age sixty-five; seventy-five, eighty-five and ninety-five year olds all need to be treated differently. The aged are a heterogeneous group and there is great difficulty in defining "elderly" or "aging".

Stereotypes hold us back and keep us from examining the needs and desires of older Americans. People do not stop changing and developing as individuals at age sixty-five. Some helpful assumptions:

1) Never too old to learn
2) People must engage in intellectual activity on a continuous basis
3) Education is an aid in overcoming isolation
4) Everyone has a right to education
5) Need to deliver educational activity to the elderly no matter where they are

The elderly are very receptive to education when it is offered.

By Title III, Older American Act, some money for Continuing Education has caused miraculous transformations. Older Americans have become training activists and advocates for the elderly. They have been trained to obtain more for themselves. Once supported, elders become stimulators for action with other populations in aiding the elderly. Abilities of older people need not be chained to their own age group.

There is a need to examine society's values; an increasing elderly population is a resource. What does society want to do with that resource?

An interesting program in New York provides education to the homebound through structured courses via television. Visitors to the homebound discuss what is taking place with the course and play a vital role in providing an educational framework to the program. Such programs set a good example for others.

MANAGEMENT BY OBJECTIVES (MBO)

MODERATOR: *Dr. Frank Santiago, Chairman, Department of Evening Classes, Brigham Young University*

RESOURCE PERSONS: *Mr. Robert McDonald, Director, Wharton Evening School, University of Pennsylvania; and Mrs. Mary E. Miller, Dean, School of Continuing Education, Southern Methodist University*

RECORDER: *Mr. Charles P. Bruderle, Dean, University College, Villanova University*

MacDonald: By way of preface, MBO ties in with the theme of the Conference and Joe Goddard's address particularly: delegation of authority, getting the data down, the "mission" for continuing education.

Is MBO nothing new or a dramatic fad? It puts close focus on planning (selection from among objectives, policies, procedures, programs) and planning is a standard concept, nothing exciting. MBO, however, is more than just planning. More attention is given to objectives and results (Peter Drucker). The influence of the behaviorial scientist is also very important plus joint goal setting from all levels of the organization.

MBO is more complicated than apparent. It is not a neat fad and, in most organizations takes 3 - 5 years to complete. Superiors and subordinates state objectives, get the numbers down, all of which is time consuming.

Why don't people plan?
1. They're too impatient or too busy.
2. Rewards and punishments are usually based on short-run performance.
3. Managers transfer frequently.
4. It is a frightening concept to some (the material is in writing and quantified, eventually the subordinate has to discuss goals with his/her superior).

On the other hand MBO is attractive to achievers, who welcome a "day in court" with their superiors. It gives people an opportunity to "do their thing" and to be accurately measured. People process higher needs and will work harder for their own goals than for anyone else's goals.

The steps in MBO:

1. Subordinate prepares goals.
2. Manager discusses and modifies goals, scales down, etc.
3. Periodic formal and informal review.
4. Subordinate reports at end of period.

Miller: MBO is suited to industry but perhaps idealistic for a university. It is also too mechanical. Furthermore, administrators know or should know what their objectives are. MBO doesn't tell you; you are supposed to know. There is the danger of overlooking more important things that need to be done in concentrating on objectives and concern for survival. The human element can be lost.

MacDonald: MBO is easier to apply in business than in higher education. Return on investment, increase in sales, reduction of costs are more easily measured. In education numbers are not as easily available. Moreover, educators tend not to want to plan, they don't want to be specific, which is not just playing games or shuffling papers, as some educators think. As for the human element, it is this very point not the system which accounts for the popularity of MBO: self-improvement and human resource development. MBO can be a disaster, however, if it is game playing and not a commitment and, like any system, it has some idealism to it.

Discussion:

1. MBO can start in one part of an organization but in the corporate scene it should go fairly close to the top.

2. System is necessary, but we should be skeptical about any formula that is too mechanical and inflexible.

3. Since the threat of evaluation is a problem in MBO, integrity is all-important.

4. MBO depends on accountability, which management must have to fortify and enforce.

5. It is not ethical to use MBO on some employees but not on others.

6. MBO is objective, not based on hair style, personality quirks, but real performance.

7. MBO is not an evaluation system but a system of management. It is not an "I gotcha' situation.

8. MBO will work in an educational institution if "bucks and bodies" are the only concern. It won't work, however, for long range impact on the institution.

Session 2

MacDonald: MBO is relatively new (the 1960's) and to some degree old, with its emphasis on planning, organizing, controlling, directing or old-fashioned management theory. George Godiorne, borrowing from Peter Drucker, formalized MBO.

MBO guards against the uncertainty of the future, i.e., declining enrollments. It has definitive objectives that are clear, written down, measurable, quantifiable. It also requires a joint setting - jointly identifying goals and responsibilities and then following up on achievement of goals. It includes superior and subordinate involvement. The degree of involvement is crucial. Individuals make the system work.

MBO improves communication, delegation of authority, self-improvement; a subordinate knows where he/she stands. MBO has assumptions about people: individuals have higher needs, do it through work, will correct own behavior when there is a measuring device to tell them how well they are doing.

It takes 4-5 years in a medium-size to large organization, less time in a smaller situation.

Miller: Which large educational institutions have used MBO? Brigham Young University started one and modified it. University of Tennessee and St. Joseph's College of Philadelphia have used it.

In response to the point that MBO guards against an uncertain future, it is to be noted that change is often not a threat but a wonderful opportunity.

Discussion:

1. How do we agree on where we are going? How do we communicate? How does the superior know that the subordinate understands?
2. A series of action steps is necessary, goals must be specific, numbers must be put on objectives, sub-objectives are developed (action steps toward reaching goals) and dialogue is required.
3. When MBO is used, it is important to see that people are rewarded or penalized.
4. The paperwork can be awesome.

TEACHING METHODS FOR ADULT LEARNERS

MODERATOR: *Dr. Walter L. Russell, Jr., Director, Workshops & Off-Campus Credit Programs, University of Tennessee at Knoxville*

RESOURCE PERSONS: *Mr. Buford Bible, University of Tennessee at Knoxville; Dr. Tom Collins, Director, Special Programs, Memphis State University; and Dr. Richard A. Kaplowitz, Dean of Continuing Education, Merrimack College*

RECORDER: *Ms. Sheila Owens, Memphis State University*

The three speakers presented different aspects of teaching adult learners. Many people today look down on the educational system because they feel that students are not learning, and they blame the teachers. However, in order to learn, the student has to pay the price of learning - that is the student has to work hard. It is the instructors job to see that the students learn.

Adult learners are not pressured into attending school. They see a need for attending and they want to learn. Therefore, the instructor must find methods by which the adult can learn. We must convince adults that they are able to learn. We must reach the adult students regardless of where they are or what they want to do.

Many would-be adult learners are afraid to attempt studies because of age. Yet, research has proved that the mind does not deteriorate with age, and age is not a barrier to learning. The combination of basic capacity, experience and motivation can, with proper guidance, lead to improved skills, better understandings, increased knowledge, an alteration of values and the enrichment of adult life.

Before we can teach adults, we must consider that adults are sensitive to failure. Doubts and fear about being older and in class with younger students make them sensitive about succeeding, they resist change.

We should consider adults when teaching in the areas of learning motor skills, developing interest, attitudes and values, the learning of information, intellectual skills and problem-solving behaviours. A good instructor will keep the material at a level at which the students, when and if they want to learn, can do so. The instructor must help the learner find new material to be of value and to be meaningful, if the instructor knows the problems the adult is going to face in the particular field he wishes to study.

It is necessary to establish a climate of study where change is actively encouraged; where there is immediate feedback of the results of study. Several methods, and techniques can be utilized in order to accomplish the desired results. Adults can excel in learning providing the instructor is willing to teach adults on their own level.

Most people learn through a combination of the four basic, learning styles - auditory, visual, kinesthetic, and auditory-motor or visual-motor. There is an increase in the way adults perform between the ages of twenty to forty. There is a high degree of stability in their ability to perform.

There are several ways of looking at intelligence and how it relates to learning. One may look at it as the combination of fluid and crystalized intelligence. Fluid intelligence is based on neurophysiology and relates to short-term memory, abstract reasoning and the ability to perceive complex relationships. It hits a peak in late adolescence or a little later and gradually begins declining but at such a slow rate that at middle age one is back to the same point as that reached in late adolescence. Crystallized intelligence is a culture intelligence and relates to the ability to engage in formal reasoning and to abstract based upon one's culture and history. It increases with age. Therefore, this combination shows that the adult has the ability to learn and to continue to learn.

For many adults the very real,very direct motivation they bring with them to class, is the gap between the performance they desire to be able to achieve and their own current perception of their own performance. Sucess for adults comes from perseverance.

We must be aware of and be able to deal with modifiers of learning ability. Such factors include the physical environment in which the adult is learning, the adult's adjustment to learning based on past success or failure, the adult's need to develop learning at their own pace.

The adult learner requires assistance in setting realistic objectives which will prevent apathy or anxiety which may occur when goals set are too high or too low.

Let us consider the major kinds of thinking that are involved in the learning process: problem-solving abilities decline after the age of seventy, so, this area of thinking should be of little problem to learning although there is a tendency to solve problems based upon past solutions. Critical thinking declines beyond the thirties so we tend to be less objective and less flexible. Creativity has nothing to do with age. It simply tends to reflect the physiology and personality of the individual.

We must also compensate for learning inhibitors. Outlines can be provided as memory aids to compensate for a decline in short-term memory. This should also help with the difficulty some students may have in organizing complex material. If there is interference to learning based upon previous learning or memories, help the adult identify the cause of the interference and put it aside. Minimize distractions to learning.

Teachers must use methodology and planning which will help adults identify and clarify their objectives and expectations as they relate to the work in the classroom. Provide role models possessing the competencies the adults desire to attain.

Administrators can help teachers of adult learners by providing them with information on adult learning, teaching and planning. They can also provide feedback and evaluation by the students which should be reviewed by the instructor and the administrator.

A unique process of adult learning is the mentor-student system. The process of planning and guiding adult learning is termed the mentor role. Mentors who facilitate learning most successfully understand what is to be learned, understand the learners and understand useful procedures to assist the learners to build on their present competencies to achieve their educational objectives.

The role of the mentor, according to Knox (1974) clusters around five components which deal with learners, setting, objectives, activities and evaluation. These are not steps but components where inter-relationships must be considered.

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A mentor can help an adult learner by assisting him to understand his actual performances and to compare that with attainable standards of excellence. A mentor can help in setting positive influences and resources that encourage participation in continuing education. Since the adult learner is faced with many choices, the mentor can aid in the selection of objectives upon which to focus continuing education activities, but, at the same time,must not impose the expectations of the facilitator on the adult learner.

The most obvious component of the mentor role deals mainly with the learning activities themselves in such activities as reading, listening, writing, discussing and viewing and may occur in highly structured or less structured situations.

The mentor may also assist in evaluation in helping the learner make a comparison between his expectations and what he actually perceived he gained from the experience.

The mentor may play a very formal and important role in some areas of nontraditional adult learning in such institutions as Empire State College - the college without a campus.

Anyone who becomes a mentor must be willing to work and interact with others on a one-to-one basis, and thus, is a relationship that focuses on interpersonal competencies.

The mentor system may also be used to assist non-faculty members, or in business and industry, where method has been important in showing new people "the ropes" and in assisting them to move ahead in their career.

(Editor's Note: Copies of "Midsemester Feedback", and "Faculty and Course Evaluation Forms" from Merrimack College may be obtained on request from the editor.)

TRAINING COUNSELORS FOR ADULT STUDENTS

MODERATOR: *Dr. William Brotherton, Assistant Vice President, Continuing Education, Memphis State University*

RESOURCE PERSONS: *Mr. Henry A. Shields, Jr., Academic Dean, Evening, Saint Peter's College; and Ms. Nancy Gelling, Syracuse University*

RECORDER: *Ms. Julia R. Rosamond, Assistant Director, Workshops & Off-Campus Credit Programs, University of Tennessee at Knoxville*

Dr. Brotherton opened the session by recommending to the Workshop participants, The Ulyssean Adult by John A. B. McLeish and Jane Howard's book Family as related readings for the topic of training counselors. Dr. Brotherton introduced Nancy Gelling, Director of Counseling and Admission, University College of Syracuse University, who spoke on the expanded roles of counseling with emphases in three areas.

For the student who wants to return to school, the counseling office at University College is billed as "The Port of Entry". A contract between the student and the University begins in this office. The Counseling Office is open 58 hours a week and is staffed with three full-time professional counselors.

To facilitate the expanded roles of counseling, Ms. Gelling worked closely with the Office of Public Relations to develop a marketing plan. This plan entitled "Come On - Go Back" consisted of:

1. Designed newspaper ads using returning student pictures with testimonials.
2. TV commercials (30 seconds) showing students from various walks of life telling of their experience in going back to school.
3. A one hour radio program in which Ms. Gelling talked with returning students about their experiences and problems in returning to school.
4. A mobile-van program consisting of a panel of returning students which was set up in shopping centers in Syracuse.
5. Returning students were invited to attend regular staff meetings.

The second area of expanding roles of counseling Ms. Gelling addressed, concerned student recruitment. Counselors meet with high school students and parents at College Night to discuss college programs. A reciprocal arrangement with the community college has been established where a student is counseled by a University College counselor before enrolling in the community college. The student then transfers to the University after completion of the community college program. Speaking to industry about re-entry and setting up counseling sessions at local industrial sites are other areas of student recruitment.

The area of student involvement has centered around the University College Alumni Association organized in 1973. This group organizes social events and other activities related to student involvement for the part time student. In 1976 a peer counseling group was organized to better serve the student population through extensive telephone service. This group has been responsible for organizing campus tours, shopping center presentations and a chapter of Alpha Sigma Lambda for the returning student of University College.

An eighteen member student advisory council works closely with the Counseling Office in the student involvement area. An outgrowth of this group has been career counselors who have established a career night for career advising.

The various groups mentioned by Ms. Gelling now compose a Counseling Cabinet.

The third area identified as an expanded role is one of counselors being advocates for adult students. Ms. Gelling works closely with programmers and staff, to identify program areas for change with University faculty, on campus committees, and with the Community College,all in the interest of the adult student.

For the future,Ms. Gelling hopes to provide more student services, set up tutoring sessions, placement programs, a better evaluation system and more research with the adult student.

Ms. Gelling closed her presentation by challenging counselors to get out from behind the desk and into the community so that the adult student may be made aware of all available counseling services.

Dr. Brotherton introduced Henry Shields as the second presenter of the workshop. Mr. Shields stated that the preferred form of counseling was the one on one situation between the counselor and the adult student. Several problems in setting up a counseling program were identified as the size and diversity of the institution, the difference in the definition of the term Continuing Education as it applies to individual institutions, the schedule of the academic program, and the site locations of the existing programs. The complexity in size and scope of an institution's program will determine the size and scope of the counseling program.

Mr. Shields addressed several questions that should be considered in setting up a counseling program:

1. Where is the control of the program?
2. What is the background of the counselors involved in the program?
3. Does the program have special advisors for special groups?
4. Are counselors full-time or part-time?
5. How are counselors supported by the institution?
6. Is general information about a student available to counselors?

The overall effect of a counseling program should be to help the adult student identify positive aspects,not "educational momism". The goal is to show the adult student the degree of independent success that he has achieved.

Mr. Shields emphasized the necessity of communicating with the counselors both through individual and group meetings. The counselor, through the training program, should be made aware of the institution's expectations, the areas of counseling authority and the persons to whom certain counseling problems must be referred.

Several qualities such as flexibility, responsiveness, and energetic personality and the ability to make sound judgements were identified as necessary ingredients for a successful counselor of adult students. The counselor should possess the 4 B's:

1. Be available
2. Be responsive
3. Be enthusiastic
4. Be natural

Last but not least the counselor must have the ability to listen to the story that the student has to tell. It is the responsiveness and willingness to listen that will provide the foundation for a successful counseling program.

QUESTION: What is the source of funding for TV commercials and Public Service programs?

ANSWER: The funding for University College is provided through the budget of the Office of Public Relations and the Syracuse Course Program and through the Public Relations Budget at St. Peter's College.

QUESTION: How large is the staff of St. Peter's night program?

ANSWER: (Henry Shields) There are 4 full-time professionals with the remainder of the staff being part-time. There is supporting full and part-time staff also.

QUESTION: Of the 5,000 students who had counseling appointments at University College, how many made repeated visits?

ANSWER: (Nancy Gelling) Of the 5,000 students some are new students but many are repeaters. There is no breakdown in numbers available.

QUESTION: Do most students come for counseling during peak times prior to enrollment?

ANSWER: (Nancy Gelling) Students are seen by counselors briefly during peak times and then an appointment is scheduled for a later date.

(Henry Shields) Beginning students must see a counselor. On-going students do not have this requirement. During the low peak period counselors should seek out students who need assistance.

ACHE ROLE IN PROFESSIONAL STAFF DEVELOPMENT

MODERATOR: *Dr. Sam C. Bills, Director, University Evening School, University of Tennessee at Knoxville*

RESOURCE PERSONS: *Dr. William D. Barton, Associate Dean, Division of Continuing Education, University of Tennessee at Knoxville; and Dr. Richard D. Robbins, Associate Dean, Evening College and Summer Session, The Johns Hopkins University*

RECORDER: *Dr. Robert Grimes, Director of Evening Programs, Loop College*

Report not received.

CONTINUING EDUCATION FOR CAREER LADDERS IN BUSINESS, INDUSTRY, EDUCATION AND GOVERNMENT

MODERATOR: *Mr. Richard Lipp, Associate Dean of Continuing Education, University of New Haven*

RESOURCE PERSON: *Dr. Keith Bird, Director of Continuing Education, University of Bridgeport*

RECORDER: *Dr. Robert L. Barber, Dean of Community Education, Mohegan Community College*

Mr. Richard Lipp, Associate Dean for Evening Studies, University of New Haven, opened the workshop with introductions of Dr. Keith Bird, Executive Director Continuing Education at the University of Bridgeport, Bridgeport, Connecticut and Waldemar Kostrzewa, Associate Director of Continuing Education at the University of Bridgeport, but representing the Connecticut Association of Continuing Educators (CACE) as Director of the CACE Title I Grant "Adult Learners: New Responses to New Needs". Mr. Lipp outlined briefly the unique characteristic of CACE - a professional association of public and private continuing educators which has functioned over the years in an effort to affect public and private policy concerning continuing education.

Mr. Kostrzewa then presented a review of the Title I Grant noting it was an effort to identify perceptions and concerns of decision makers (presidents, deans, corporation heads, business and industry leaders) and program directors (Continuing and Adult Educators, Business Training Officers) with regard to continuing education. This goal was achieved by running five regional conferences. Each region reflected a demographic and industrial characteristic.

In an open and informal atmosphere, members of the business and industrial community, legislators, educators and others identified their concerns. Of the 386 participants, 103 were educators, and 122 represented business and industry although they were not proportionally spread through the workshops.

The business and industry participants identified the following recommendations:

1. Communicate regularly and plan cooperatively - a concern that they received inadequate information from school.
2. Upgrade the status of continuing education - provide graduations, special merit certificates.
3. Improve academic advisement and career counseling. Programs of study for continuing education is unclear. What happens to the student? Educators in response noted a lack of clarity in industrial occupations around which programs could be designed.
4. Reach out to society's economic margins - provide programs for people without employable skills. Educators noted expense of unsupported programs.

5. Promote faculty development. Faculty inadequately prepared. Not addressing needs of adult students - educators noted that business and industry's perceptions may be clouded with misinformation.

Mr. Kostrzewa noted that business and industry also reflect common dimensions. They have not clearly identified program interests, change priorities, change training office's too frequently. There was compatibility in problems. Information sharing is undoubtedly the biggest single problem. For example, business and industry too often use just the college catalogue as an information resource.

Dr. Keith Bird then presented a discussion on business and industry and higher education with a focus on how to approach business and industries. He initially cited an example of a businessman's attitude. Mr. David Culbertson, Group Vice President for Xerox Corporation who stated that business already does much of the necessary continuing education training and probably should continue to do their own. Educators do not prepare workers for change.

Dr. Bird noted that this attitude and others are too prevalent. Business's see themselves as purchasers of a product; a graduated student, research, specific instruction, cooperative education, facilities, etc. For colleges/universities to provide expanded continuing programs they must inform business and industries of their limitation, their expenses, their organization and the need to plan. Business and industry see continuing education as the "add-on" but do not see their role in improving the status of continuing education. Colleges/universities must identify themselves as service providers. They must improve their "act". Ways colleges/universities can improve their approach include:

1. Developing a presentation portfolio on continuing education, counseling, student programs that relate to business and industry.
2. Organizationally take continuing education out of the academic division.
3. Student services should be expanded to provide on-site counseling, aid, etc.
4. Program Directors assigned to business and industry, like account managers, to provide continuity.
5. List of services should be developed to include transcript evaluation, pre-retirement workshops, etc.
6. Cooperate with other higher education institutions in approaching business and industry. Competitive approaches will be more costly over time.

Dr. Bird also noted some warnings in approaching business and industry:

1. Business and industry's expectations do not reflect any knowledge of institutional abilities.
2. Educational brokering (EK's) if state coordinated, will ruin local autonomy.
3. Companies are reluctant to reexamine tuition reimbursement policies, employee release time programs, etc.
4. Companies are not fostering very expensive competition without compensating for planning costs.
5. Companies seem reluctant to provide for administrative costs.

LIFE CYCLE OF THE ADULT LEARNER

RESOURCE PERSON: *Dr. Edwin Spengler, Dean Emeritus, Brooklyn College*

RECORDER: *Mr. Noel Bishop, Dean of Continuing Education, Quinnipiac College*

Dr. Spengler welcomed the participants and encouraged their suggestions and assistance in the workshop entitled "Life Cycle of the Adult Learner". He posed the question: What distinguishes the different age categories of adults? What are their interests? What are the differences in age, sex, vocational interests, etc? He chose to focus on the significance of the age differentiation that exists among adults returning to college.

Current research suggests that the age differences among adults accounts in large part for their interest in pursuing their education. Dr. Spengler, for purposes of discussion, identified adults in the following age categories:

Young Adults	Under 30
Middle Years	30 - 49
Fabulous 50's	50's
Preparation for Retirement	60+
Senior Citizen	65 and More

The participants with Dr. Spengler's able assistance proceeded to identify characteristics with these age distributions that can be summarized as follows:

Young Adults (Under 30) search for identity, getting away from family life, alternative life styles, career search, search for starting relationships with others (an educational mentor), future professional considerations, experimentation, interpersonal relationships, idealistic.

Middle Years (30 - 49) crisis years, attempt to achieve goals, attempt to revitalize personal and professional interests, period of high striving in career, responsibility for family, feeling of citizenship and civic responsibility, time of self-reliance.

Fabulous 50's greater financial security, stability in career, declining self-image (empty nest syndrome), sometimes personal breakdown (divorce).

Preparation for Retirement (60+) wider horizons, variety of leisure time activities, lowering of self-esteem, gradual separation of self and job, health consideration, concerns of budgeting and security.

Senior Citizen (65 and More) grandfathers and grandmothers, attracted to new friends and hobbies, increased reading, coping in a society that disregards its elderly, concerns and anxieties about health.

The participants suggested a wide variety of programs and courses that were applicable to the various age groupings. The importance of discussing and thinking about these different life cycles is to recognize the differing needs that exist and to design our Continuing Education courses accordingly.

ADMINISTRATIVE ORGANIZATIONS IN HIGHER CONTINUING EDUCATION - AUTONOMY VS. INTEGRATION

MODERATOR: *Dr. Gail Nelcamp, Dean, Evening College, University of Cincinnati*

PANELISTS: *Mrs. Ruth Funk, Director of Systems and Coordinator of Programs, School of Management, Syracuse University; and*
Dr. Nicholas E. Kolb, Assistant Dean, Evening College and Summer Session, The Johns Hopkins University

RECORDERS: *Dr. Richard A. Kaplowitz, Dean of Continuing Education, Merrimack College; and Ms. Dorothea G. Lakin, Coordinator, Continuing Education and Summer Programs, University of North Carolina*

There are two primary motives for integrated efforts which seem to be totally contradictory. One is graciously self-effacing, concerned with benefits to the part-time student; the other is markedly self-interested - that is to preserve one's own vitality in academic life. Are they both valid and can both be espoused simultaneously without loss of integrity? Mrs. Funk feels that to espouse and act upon both disinterested and self-interested matters creates harmony, not discord and is the best possible way to serve one's students as well as one's self.

Integration represents a position in which each participant readily concedes that there are some aspects of mutual effort which are better and more appropriately supervised by another unit. This, in itself, is to be encouraged in an educational milieu which seems to be perversely infused with "we-they-ism" at all levels. In this milieu, all too familiar to most of us, those policies and people who place a high priority on mutual trust and respect and who work hard to integrate disparate functions should be viewed as valuable resources.

Integration for integration's sake is not the only purpose of this debate. There are some practical "givens" which substantiate the soundness of the integrated approach to higher continuing education.

1. Continuing Higher Education is Higher Education adjusted in format but not in content for adult, part-time students. We are here assuming that there should be no academic difference between degrees earned by part-time adult students and full-time students in the same disciplinary area in the same institution.

2. Higher Education format is most appropriately supervised by format specialists and specialized support services: academic counselors who are trained and are experienced in working with adult, part-time students; public relations, marketing and recruiting people who can spread the word to the part-time student market; budget specialists who can operate effectively in the old income generation mode; program design specialists who can organize academic work into attractive, attainable programs which meet the needs of the students.

3. Higher Continuing Education is most appropriately supervised by content specialists. In some areas this is made mandatory by accrediting agencies, but, even where this is not the case, the disciplinary faculties who are full-time scholars, researchers and teachers are those most qualified to exert quality control over academic content.

4. The integrated supervision of the content and format specialists presents the "best of both worlds" to continuing education students.

5. Integration has a synergistic effect - the whole of the benefits is greater than the sum of the contributing parts.

Mrs. Funk thus built her case on the format of the integrated approach. But, she has also built it as a self-interested approach for survival - that is higher education is a declining industry where some necessities become painfully clear and some luxuries no longer affordable. In such a situation, a systematic unwillingness to share resources, perogatives and shrinking markets, is unwise.

The academic unit, particularly the professional one, which happens now to be "enjoying" a state of burgeoning full-time enrollments cannot afford to back off from commitments of academic resources to part-time students, mid-career development programs and the like. They are the new product ventures, the seed-money programs, which will help maintain a balanced academic economy when the flow of full-time students begins its decline. And, the continuing education unit which thinks that part-time adult student enrollment will single-handedly save their institutions during that time ahead when full-time enrollments sag dramatically, is fooling itself with the illusion of the impossible dream. Does anyone really believe that part-time student enrollments will quadruple over the next five years?

The truth of the matter is that each needs the other; now and for the future. The higher education unit which can flexibly share resources to meet changing needs is far better equipped for fiscal survival and the maintenance of academic excellence than is one which is organized by sacrosanct turfdoms, inviable against integration in any form. Finally, the institution which offers to its students the benefits of all of its contributing parts, the synergistic effect offers the best possible situation for the survival of both student and institution.

Dr. Nicholas Kolb spoke on behalf of the Autonomous Unit, which he defined as a unit in which the Dean has the authority to seek and use resources as appropriate. He described the Autonomous Continuing Education Unit at The Johns Hopkins University in the following manner.

I. MISSION OF THE AUTONOMOUS UNIT
   (a) Meet the needs of the adult community primarily through the talent and resources that exist on campus
   (b) Often resources are not available in entirety on campus and must be sought elsewhere
   (c) Autonomous unit is part of the university - it is a viable unit that recognized trends in lifestyles, employment etc., and plans appropriate programs - education for part-time students is no longer just a public service but now part of an instructional mission

II. DESCRIPTION OF AN AUTONOMOUS UNIT
   (a) Program Directors - key concept: competent professionals; serve as department chairmen
   (b) Instructors: sought first from full time staff, then from other sources; no approval needed for off-campus instructors; some may be full-time with Evening Colleges, advising, grants, etc.
   (c) Student services separate from full-time counterparts: admissions; dismissals; other disciplinary actions; financial aid and scholarships; registration
   (d) Nontraditional: CLEP only in evening; correspondence courses
   (e) Separate degree

III. ADVANTAGES OF AN AUTONOMOUS UNIT

(a) Management principle - "Assign broad policy guidelines, then authority and responsibility": effective and efficient management with decisions made by those with the best information; promotes experimentation; objectives are clear; there is esprit de corps in a small group

(b) Avoids overlapping authority: directors make the decision; not a joint appointment; full-time department is available for advice; if no one is available in department, director is free to seek instructors from other sources; has veto power over day school suggestion; quality is assured through Academic Council, course evaluations and regular meetings with groups of instructors; avoids problems of full-time department promising an evening teaching slot to new faculty

IV. The Dean of Continuing Education is an Advocate for the part-time student; he is not an initiator not just a coordinator

V. OTHER IMPORTANT BENEFITS

(a) Tuition rates can be different than those of the day session; can seek "Big Name" faculty for summer sessions and mini courses

(b) Students need "one-stop" service as time is important to them

(c) Can offer programs that do not exist in full-time setting such as Interdisciplinary programs or specialized programs in new areas.

(d) An autonomous unit "protects the turf" for continuing education students.

NEWCOMER'S SESSIONS

Three Sessions were held for "NEWCOMERS" - those members who are relatively new to the field of continuing education. Anyone was welcome to join these sessions and newcomers could attend any session of their choice at the convention.

A "FIRST-TIMER'S" Breakfast was held for all those who were attending the national meeting for the first time and who may or may not be new to the field of continuing education.

Session I: AN INTRODUCTION TO ACHE

Presiding: *Dr. Frank Funk, Syracuse University*
Resources: *Dr. William Barton, University of Tennessee at Knoxville*
Dr. John Mybeck, Purdue University - Calumet Campus
Recorder: *Dr. John Mybeck, Purdue University - Calumet Campus*

Dr. William Barton reviewed the Association's membership development brochure and addressed the questions of the Association's purpose, history, regional structure, publications, and membership classifications.

ACHE, formerly called the Assocation of University Evening Colleges (AUEC), is an outgrowth of the Association of Urban Universities and, at present, is composed of two hundred and eight institutional members and two hundred and ten professional members. The Association has always held the professional development of its members as one of its primary concerns. "Nuts and Bolts" or "How-to-do" sessions have always been an important part of every regional and national meeting.

Dr. Funk reviewed the statistical differences between the National University Extension Association (NUEA) and the Association for Continuing Higher Education (ACHE) based on the national responses presented in the "1976-77 Joint Report on Programs and Registrations" which was jointly sponsored by these two associations.

ACHE's organizational structure, and the method of conducting business was reviewed.

Session II: "HOW-TO-DO-IT" SESSIONS

(A) Program Implementation

Resource: *Dean Mary Miller, Southern Methodist University*
Recorder: *Dean Phyllis Bridges, Southern Methodist University*

Concerns expressed by the members present included the opposition of faculty to non-credit programs; the compensation for faculty; the co-ordination of activities with the community.

Many were concerned with the problem of how to accomplish goals and how to make payments. Dean Miller stated that Southern Methodist University has ten thousand students annually in Continuing Education. This enrollment includes in-house courses for business and industry. Contracts are made with firms for whom courses are programmed.

Salaries are generally determined by formula based on cost. Program development tests the potential market for enrollments. Some programs return profits to the academic components. There are limited budgets for support and co-ordination and programs are expected to make their way on the whole.

The purpose of non-credit programs is to reach out to the community. Thus, there is a public relations component to programming and it is necessary to put on programs of high quality or great damage can be done to the Continuing Education Component and to the university in general.

The continuing education administrator must be sure of the faculty member asked to take part in a specific program and certain that the course to be offered has value to the students and to the image of the institution. Some institutions require approval from a college or department which may vouch for the validity of the course and the faculty member and in some cases may sponsor the program.

It is also advisable to keep records of individuals and courses for the continuing education division and for the institution.

(B) Budgeting

Resource and Recorder: *Dean Roman Verhaalen, The Johns Hopkins University*

The budget session was a small informal discussion which covered the following areas of budgeting: total budget; Continuing Education Centers; variety and sources of funding.

Budgeting and Program Planning are a related process, neither to be carried out without direct relationship to the other. Budgeting should be a continuous process including regular and scheduled feedback of information and fiscal program evaluation.

Increasingly, due to the complexity of the process, the need for timely fiscal data to increase the accuracy of and number of predictive indicators, computers are important to the process. An important but inexpensive piece of such equipment is the IBM Word-Processor System which can store or handle 99 categories of information and costs about $10,000. Reference was made to the Phase/System 6.

Much of the discussion was related to the effective budgeting processes for the individual program activities, e.g. a conference, workshop or short course, rather than the large budget procedures which are more applicable to funding or costing out, such as a complete Evening College credit program.

The group reviewed the formats or procedures used by their individual institutions for projecting individual activity, income, expenditure, indirect cost bases and "break-even" points. A rule-of-thumb which emerged was that fees for such activities were most often determined by the projected cost of the activity divided by the projected and anticipated average registration for the activity.

A second area of discussion centered on faculty (full or part-time) stipends or pay concepts - overload or part of load - used at our institutions. Procedures varied.

The third major focus of the discussion was with reference to fiscal problems related to the implementation of and fiscal management of residential and/or non-residential adult continuing education centers. John Hopkins University has recently completed a study on non-credit continuing education. Data gathered for that study included fiscal and program information about a variety of residential and non-residential continuing education centers. Important conclusions gleaned from such data suggested that:

1. size of institutions had a direct relationship to the fiscal viability of a residential center;
2. fiscal losses most often resulted from the food and lodging rather than the program segments of operation;
3. program must relate to the academic mission and resources of the institution;
4. central administration and academic support of the concept and role of continuing education is an important key to the fiscal success of a center;
5. both the delivery system for and the programs conducted within the center must be qualitative;
6. geographic location is an important consideration;
7. fiscal support and physical structure must be directly related to the projected and implemented program.

The final topic discussed was that of identifying possible sources of income. Those suggested were: tuition; registration or enrolment fees; special fees (e.g. special exam lab, graduation, course validation, student activity); indirect cost recovery; alumni giving; private giving; grants and contracts; temporary investment incomes; appropriations (FTE or other based); construction bonds; and others.

(C) Publicity and Marketing

Resource: *Dean Gail Nelcamp, University of Cincinnati*

(D) Evaluating Programs

Resource: *Dean Lee Porter, Roosevelt University*

Session III: PROBLEM CLINIC

Moderator: *Dean Frank Funk, Syracuse University*
Resource: *Ms. Lore L. Heath, Syracuse University*
Mr. Martin Fass, Syracuse University
Dr. John Mybeck, Purdue University - Calumet Campus
Recorder: *Ms. Lore L. Heath, Syracuse University*

Dr. Frank Funk, chairperson, explained that the purpose of this session was to discuss questions raised by the group. He elicited the following topic suggestions from the eight participants and grouped those that were similar:

- publicity/newsletters
- organization/structure
- registration procedures for non-credit courses and seminars
- mail and telephone registrations
- affiliations with professional groups
- needs analysis/identifying particular markets for specific progr

Needs Analysis and Identifying Particular Markets

1. Testing course ideas: A rule-of-thumb was suggested: if even one person calls, the course will probably go; if no one calls, it is unlikely the course will go. There is no way to predict enrollment and program directors may have to rely on intuition or educated guesses.

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Specific suggestions included:

- (a) pilot market-test a proposed course, e.g. offering it as an educational sampler at an open house
- (b) hold confidential interviews at individual plants to provide needs analysis for management groups; this allows development of a package of courses for a particular company which may be applicable to other companies who can be notified by letter, follow-up telephone, etc.
- (c) incorporate client biases or needs, if necessary, into specific courses for labor unions, management, general public, etc.
- (d) tie-in courses to a public affairs program to develop an audience interest; feature stories also often develop audience interest
- (e) use newspaper articles or ads to determine interest in a specific course, e.g. asking people who are interested in learning Russian to call
- (f) avoid duplicating other institutions' courses or programs as much as possible.

2. Identifying particular markets.
    - (a) we were cautioned against identifying too many audiences in order to get sufficient enrollments, since this sometimes dilutes marketing efforts
    - (b) affiliations with professional groups can be useful in building up specific courses. This is especially useful in developing systematic and sequential series of courses and in developing certificate programs. Note: there are many problems in the co-sponsorship of programs: the promises are often greater than student enrollment; institutions must retain control for accrediting purposes; responsibilities and costs must be clearly defined.

Mailing and Marketing Lists

Marty Fass, Director of Public Relations for University College, Syracuse University, described the use of demographic studies to put together mailing lists. UC's main mailing to residences is based on the "shot-gun" approach; other mailings are directed to specific groups. In marketing continuing education courses one should not just rely on mass mailings. Other re-inforcements such as telephone, newspaper, etc. are necessary.

Registration Procedures for Non-Credit Courses

The group discussed specific procedures their institutions use, including phone registrations, the use of post-dated checks which can be returned if a student cancels before a first class, use of credit cards etc. Some institutions also permit telephone registrations for credit courses, although others allow this for returning students only. Mail registration for credit courses was also discussed.

Newsletters

Marty Fass described LINK, a quarterly student/faculty/staff newsletter at University College, which is an attempt to make students feel part of the university. LINK has a limited budget and makes heavy use of student interns for writing and graphics.

PART THREE

BUSINESS SESSION

BUSINESS MEETING

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

November 6 - 8, 1978
Fort Worth, Texas

CALL TO ORDER

The 40th Annual Meeting of the Association for Continuing Higher Education was called to order at 9:30 AM, November 6, 1978, by President James McBride.

President McBride called the first business session to order at 4:15 PM, November 6, 1978. The meeting was recessed at 5:30 PM. The meeting was reconvened Wednesday, November 8th at 9:00 AM, and was recessed at 10:15 AM. The meeting was reconvened at 9:00 PM and was adjourned at 9:30 PM. The president announced that E. M. Greutzner would serve as Parlimentarian.

MINUTES

The minutes of November 6 and 10, 1977 were approved as published in the Proceedings.

TRIBUTE TO DECEASED MEMBERS

The Executive Vice President reported the following members had died during the past year:

Dr. Armond J. Festine, Mohawk Valley Community College
Dr. James J. Flynn, St. Francis College
Dr. Robert W. Richey, Indiana University.

Those assembled, stood for a moment of silence in tribute to these departed members.

MEMBERSHIP

The Executive Vice-President announced that the following new institutions were admitted into membership in the Association. He recognized the visitation teams for each of these institutions.

Auburn University, Auburn, Alabama
Visitation Team: Herman Phelps, Chairman, and William Barton

Auburn University, Montgomery, Alabama
Visitation Team: Louis Phillips, Chairman, and Sam Bills

Beaufort Technical Education Center, Beaufort, South Carolina
Visitation Team: Lewis Van Gorder, Chairman, and Robert Sandel

Columbus College, Columbus, Georgia
Visitation Team: Gary Norsworthy, Chairman, and Lewis Van Gorder

Milwaukee Area Technical College, Milwaukee, Wisconsin
Visitation Team: Lee Porter, Chairman, and Bill Tracy

College of New Rochelle, New Rochelle, New York
Visitation Team: Richard Lipp, Chairman, and Noel Bishop

Post College, Waterbury, Connecticut
Visitation Team: Richard Lipp, Chairman, and Timothy Cartwright

Salisbury State College, Salisbury, Maryland
Visitation Team: Roman Verhaalen, Chairman, and Douglas Carter

University of South Carolina, Columbia, South Carolina
Visitation Team: Joseph Goddard, Chairman, and Louis Phillips

State University of New York, College of Technology, Utica, New York
Visitation Team: Lewis Popham, Chairman, and Victor DeSantis

Tompkins Cortland Community College, Dryden, New York
Visitation Team: Lewis Popham, Chairman, and John Cotnam

The Executive Vice-president recognized the new professional and contributing members and noted the changes in membership. These new members and changes appear as Appendix A to the minutes.

REPORT OF THE TREASURER

The Treasurer presented the audit report for 1977-78 which appears as Appendix B to the minutes. The motion was made and approved to accept the report.

RESOLUTIONS COMMITTEE

President McBride announced that the following persons were serving on the Resolutions Committee: H. Lichtenstein, Chairperson, Edwin Spengler and Raymond Witte. He asked that persons having resolutions contact a member of the Committee.

ANNUAL MEETING SITES

The Executive Vice-President announced the future meeting sites:

Toronto, Canada, Harbour Castle Hotel, Nov. 4-8, 1979
Knoxville, Tennessee, Nov. 2-6, 1980
Los Angeles, California, Nov. 1-5, 1981
New Orleans, Louisianna, Nov. 7-10, 1982

He requested that persons wishing to extend invitations to host the annual meeting send the invitations to him.

CONSTITUTIONAL AMENDMENTS

The proposed amendments to the Constitution and By-laws which were submitted to the membership as provided for in the Constitution were acted on as follows:

Article I: Section 1.
Delete "and executive vice-president."

Delete - "that of executive vice-president shall be for three years."

The following shall be substituted for Sections 3 and 4 and 5.
The new Section shall read:
Section 3 - "The Board of Directors shall name an individual to the office of executive vice-president who shall serve until a successor is named. To provide for orderly transition, the Board may name an individual one year in advance as executive vice-president designate."

Section 4 - "The Board of Directors shall name an individual to serve as editor of the periodical who shall serve until a successor is named."

Section 5 - "The president shall name an individual to serve as editor of the Proceedings who shall prepare the proceedings of the annual meeting occuring during the president's term of office."

Article V: Section 1.
"Two" shall be substituted for "three".

Delete - "and the editors of the Newsletter and Proceedings."

The following will be added: "The executive vice-president shall be a non-voting ex-officio member of the Board of Directors."

It was moved and seconded that these amendments be approved. Motion carried.

Section 7 - The president shall appoint a committee on Constitution and By-laws.

Section 8 - The Board of Directors shall appoint a committee on Local Arrangements.

Section 9 - The president shall appoint a committee on Membership Development.

Section 10 - The president shall appoint a committee on Regions.

Current Articles VII and VIII shall become Articles XI and XII, respectively.

It was moved and seconded that these amendments be approved. Motion carried.

By-Laws:
Article III - Section 7 - Place a period after quarterly and delete.

It was moved and seconded that this amendment be approved. Motion carried.

BOARD ACTION

President McBride reported the following actions of the Board of Directors at the Saturday meeting:

1. Letterheads will be furnished to the chairpersons of ACHE regions and committees.
2. A Committee on the Handicapped was approved.
3. A new logo was tentatively approved. Final decision on the logo will not be made until Mid-year Meeting. Any further ideas for a new logo should be submitted to the Publications Committee.
4. Representatives of the Executive Committees of the Association for Continuing Higher Education and the National University Extension Association held a joint meeting in Rochester, New York, October 20th. The representatives of the associations felt the associations should cooperate and explore ways of furthering staff development activities. They agreed that since difficulties were being encountered in business administration programs, that the associations seek to make a joint stand to alleviate some of the conditions.

   One of the problems besetting higher education is the proliferation of accrediting associations. The representatives felt that accreditation is a function of the regional accrediting bodies, and agreed to develop a statement for presentation to the Council on Post-Secondary Accreditation.

The representatives agreed to work to eliminate any conflicts between the two associations.

CAEO

Richard Robbins commented briefly on the activities of CAEO, noting that these had been reported in CHE. He said that CAEO was moving in the direction of its initial goals, and he felt that this was most desirable. He reported there are currently 23 associations enrolled in membership in CAEO.

ACE

Douglas Carter represented ACHE at the annual meeting of the American Council on Education, October 11, 12 and 13, 1978, Washington, D.C. The theme of the conference was Higher Education - Government, "An Uneasy Alliance". He noted that the continuing education student is seen as the new market for colleges and universities, and that continuing education itself was looked on now as a respectable enterprize. The full report appears as Appendix C.

COMMITTEE REPORTS

Awards. Nicholas Kolb, chairperson, reported briefly on the activities of the committee. He noted the recommendation of emeritous awards. Full report appears as Appendix D.

Constitution and By-laws. Howell McGee reported that the chairperson was unable to attend but had submitted a report. This report appears as Appendix E.

Continuing Education in the Professions. William Lanier, chairperson, reported the committee was working to establish relations with some 28 professional groups. The report appears as Appendix F.

International Continuing Higher Education. Richard Robbins, chairperson, reported the committee made an effort to determine the activities in international education in cooperation with the Association of Summer Sessions. The report of the committee is contained under Appendix G.

Joint Report on Business Programs. Joseph Goddard, chairperson, said that the committee felt it should be restructured since little headway had been made with AACSB. Following his oral report several comments were given about the proliferation of accrediting groups. A written report appears as Appendix H.

Joint Statistical Report. William Barton, chairperson, noted that there had been a change made in the collection of data and that it was late due to communication problems. The written report is given under Appendix I.

Legislative. Wayne Whelan, chairperson, noted that articles had been appearing regularly in CHE. He called attention to a recommendation in the written report (Appendix J) to include a Canadian member on the committee who could furnish reports on the Canadian legislation.

Non traditional Education. John Valley, chairperson, reported the committee had two

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meetings and that they were concerned with the direction of the committee and suggested changing the name to Policies and Practices of Membership. They completed a survey which is contained in the written report, Appendix K.

Older Adults. David Brigham, chairperson, said that the committee had planned a conference but it was necessary to cancel it because of lack of registrations. Their report appears as Appendix L.

Professional Staff Development. Sam Bills, chairperson, reported the committee is developing a list of resource consultants. The written report appears as Appendix M.

Public Information. Douglas Carter, chairperson, commented about the activities of the committee and called attention to their report, Appendix N.

Publications. Edward Baumann, chairperson, reviewed the activities of the committee, noting that they had made several recommendations which were reviewed and acted on by the Board. A full report (Appendix O) notes these actions.

Quality in Education. Lee Porter, chairperson, reported the committee had developed and published a position paper. This paper was used, in part, by CBS in one of their "Sixty Minutes" programs. He noted that several states have adopted model legislation to eliminate "degree mills". The committee report appears as Appendix P.

Regions. William Tracy, chairperson, commented on the activities of the committee and on the regions. Written report of the committee appears as Appendix Q.

Research. Dan Riva, chairperson, reported the committee is in the process of updating the publication, Policies and Practices, and that they were reviewing their questionnaire with selected individuals. Report of the committee appears as Appendix R.

Student Relations. Richard Lipp, chairperson, announced that the written report failed to arrive in time for distribution, but that it would be mailed to the membership. He said that the written report would indicate:

1. Students have an increased interest in legislation.
2. They want to have feedback as clients.
3. Continuing education students are under-represented in student government at colleges which follow the single college concept.
4. Students are concerned with the lack of services to part-time students.
5. The joint regional meeting of the Northeast regions will feature presentation by students.

Two-year Colleges. Lewis Popham, III reported for Dawn Cooper, chairperson, noting that she was unable to be at the meeting, but that a written report appears as Appendix S.

Finance Committee. Chairperson, Robert L. MacDonald, presented the proposed budget and reviewed the items. He explained the proposed increases from the prior year. He moved approval of the budget; it was seconded and passed unanimously. See Appendix T.

President McBride commented on how well the Board liaison function was working, and thanked the committees for carrying out their assignments in an efficient and businesslike manner. He requested the membership to join him in thanking the committees by applause. The membership responded with resounding applause.

RESOLUTIONS

H. Lichenstein reported for the Resolutions Committee, consisting of Ed Spengler, Raymond Witte and H. Lichenstein. He moved adoption of the following resolutions:

1. Be it Resolved that the Association in Convention assembled express its admiring appreciation to the Program Committee and its Chairperson for an intelligently conceived and expeditiously executed program; "Looking Toward the 21st Century: Continuing Education Comes of Age," that, along with the excellent resource people, provided challenges and stimulation and generated much enthusiasm and interchange.

2. Be it Resolved that the Association in Convention assembled express its heartfelt gratitude to the Local Arrangements Committee and especially to Larry D. Lauer and his staff for their untiring and gracious efforts in providing for the varied needs, comforts, and well-being of our members and their spouses.

3. Be it Resolved that the Association in Convention assembled offer its great thanks and appreciation to President James McBride and his officers for their devoted and outstanding leadership during the year 1977-78, for their diligent and intelligent work in furthering the objectives of the Association, and for their efforts to expand the horizons of the Association in many directions.

4. Be it resolved by the Association in Convention assembled voice its appreciation to the Mayor of Fort Worth and to Texas Christian University for making their vaunted hospitality a reality.

5. Be it Resolved by the Association in Convention assembled that the Executive Vice-president convey the Association's profound sympathy to the families of James J. Flynn, Robert W. Richey and Armond J. Festine.

   Each was devoted to the profession of higher education for adults and actively involved as valued members of the Association for Continuing Higher Education. They evidenced a deep concern for students, outstanding leadership, and wise counsel. Although they are no longer physically with us, their spirit will remain among their friends and colleagues.

Motion was seconded and carried.

CONCLUDING REMARKS BY PRESIDENT McBRIDE

President McBride thanked the membership for the privilege of serving as President of the Association. He gave a tribute to the Board for their cooperation and assistance. He requested the membership join him in a round of applause for those Board members going off the Board of Directors. The membership responded with enthusiasm.

NOMINATING COMMITTEE

Frank Funk, chairperson, presented the following slate of officers:

President-elect:	Gail A. Nelcamp
Director-at-Large (3 year term)	Leslie S. Jacobson
Director-at-Large (3 year term)	Wayne L. Whelan

Director-at-Large (2 year term) Charles P. Bruderle

The floor was open to nominations. It was moved and seconded that nominations be closed and the Executive Vice-President be instructed to cast a unanimous ballot for the slate presented. Motion was adopted. Nominating Committee report appears as Appendix U.

REMARKS BY LEWIS C. POPHAM, 3rd

President-elect Lewis C. Popham, 3rd, thanked James McBride for serving as president of the Association and for the democratic process which was characteristic of his administration. He thanked the membership for the opportunity to serve the Association and the honor that it carried. He invited anyone who was interested to attend the Board of Directors meetings, and indicated he would welcome any input.

AWARDS

The Leadership Award was presented to John B. Ervin. Certificates of Merit were presented to George Cole, Sherman Kent and John A. Mapp. Certificates of Merit, posthumous, will be sent to the families of Armond J. Festine, James J. Flynn, and Robert W. Richey.

Certificates of Service for Board members were presented to James Young, John Mybeck, William Barton, Wendell G. Rayburn, and Clarence Thompson. A Letter of Commendation was given to Barbara Beeler for processing of CHE.

The Certificate of Service as President was awarded to James McBride.

Gifts of appreciation were given to James McBride and Clarence Thompson.

President McBride passed the Gavel to Lewis C. Popham, III, who adjourned the meeting.

Respectfully submitted,

Howell W. McGee

PART FOUR

APPENDICES

APPENDIX A

CHANGES IN MEMBERSHIP

1977-78

NEW INSTITUTIONAL MEMBERS

Auburn University
Auburn, Alabama

Auburn University
Montgomery, Alabama

Columbus College
Columbus, Georgia

College of New Rochelle
New Rochelle, New York

University of South Carolina
Columbia, South Carolina

SUNY, College of Technology
Utica, New York

Tompkins Cortland Community College
Dryden, New York

NEW PROFESSIONAL MEMBERS

Virginia Fair Barcus
Joseph H. Batorski
Leslie H. Berk
Charles W. Boyd
John J. Burns
Patricia A. Cremins
Jane E. Crisler
Rita Rice Flaningam
Helen T. Gregory
David Halfen
Barbara J. Hauf
David Heckel
Allan M. Hoffman
John M. Hough, Jr.
Donald L. Johnson
Lawrence D. Joiner
Philip G. Jones
Sherman V. N. Kent
James C. Leist
Barbara P. Losty
Judith A. Nolan
S. Jeanne d'Arc O'Hare
Peter J. Pere
Susan J. Peters
Armando Salcedo
Maria L. Santa-Maria
David Sherertz
J. David Smith
Margaret A. Thoms
Irene C. Wiegers

NEW CONTRIBUTING MEMBERS

Elza Dinwiddie
Joseph Krevisky

INSTITUTIONAL RESIGNATIONS

University of Albuquerque
New Mexico

Onondaga Community College
New York

Rhode Island School of Design
Rhode Island

APPENDIX B

ALVA A. CUMMINGS
Certified Public Accountant
Box 31
Norman, Oklahoma 73070

Dr. Howell McGee
Executive Vice-President
Association for Continuing Higher Education
1700 Asp Avenue
Norman, Oklahoma

Dear Sir:

As you have requested, I have made a cash examination of the records of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION for the fiscal year ending September 30, 1978. My examination of the cash receipts and cash disbursements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying exhibits presents fairly the cash position of the ASSOCIATION FOR CONTINUING HIGHER EDUCATION at September 30, 1978, and the operating results for the fiscal year then ended, in conformity with generally accepted cash-basis accounting procedures.

Sincerely yours,

Alva A. Cummings, CPA

November 2, 1978

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

EXHIBIT A

Changes in Cash Accounts for the Fiscal Year Ending September 30, 1978

Balances, October 1, 1977:		
Bank Account - Regular Account	$ 48.74	
University of Oklahoma Account	740.61	
Savings Account - First National Bank & Trust Co.:		
Regular Account	8,733.93	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	3,068.76	
13-8-4406791	15,541.62	
12-0-021213-0	5,000.00	
Total Cash Accounts, October 1, 1977		$33,133.66
Income for 1977-78 (See Exhibit B)	$39,695.92	
Expenses for 1977-78 (See Exhibit C)	38,427.75	
Net Increase in Cash During the Fiscal Year		1,268.17
Total Cash on September 30, 1978		$34,401.83
Detail of Cash Balance at September 30, 1978:		
Bank Account - Regular Account	$ 928.69	
University of Oklahoma Account	659.64	
Savings Account - First National Bank & Trust Co.:		
Regular Account	7,227.04	
Savings Certificates:		
Local Federal Savings & Loan Association:		
01-1303326-9	4,044.84	
13-8-4406791	15,541.62	
12-0-021213-0	6,000.00	
Total Cash Accounts, September 30, 1978		$34,401.83

ASSOCIATION FOR CONTINUING HIGHER EDUCATION EXHIBIT B

Income for 1977-78:

Dues:		
Memberships:		
Institutional & Affiliate Dues	$28,150.00	
Professional Dues	4,201.25	
Contributing Dues	450.00	
Total		$32,801.25
Miscellaneous Revenues:		
1976/77 Annual Meetings	$ 3,602.17	
CHE	267.17	
Proceedings	233.00	
Other Publications	19.86	
Directory Listings	174.00	
Miscellaneous	187.65	
Total		4,483.85
Total Operating Income for 1977-78		$37,285.10
Income from Interest During 1977-78		2,410.82
Total Income for 1977-78		$39,695.92

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

EXHIBIT C

Expenses for 1977-78:

Publications:		
Newsletter	$ 2,944.16	
Proceedings	3,512.10	
Directories	1,666.30	
Brochure and Constitution	604.85	
5 Minutes	335.70	
Total		$ 9,063.11
Office Expenses:		
Secretarial Salary	$ 3,572.97	
Reimbursement to OU	2,400.00	
Printing & Duplicating	278.35	
Equipment Rental	264.00	
Communication	1,147.45	
Audit and Bond	100.00	
Supplies	511.63	
Miscellaneous	196.81	
Total		8,471.21
Travel:		
General (Visitation $2,070.97)	$ 4,531.42	
Midyear	2,980.61	
Program	284.22	
Committee	1,830.83	
Executive Committee	803.33	
Total		10,430.41
Board of Directors:		
Annual Meeting	$ 736.66	
Midyear Meeting	400.00	
Total		1,136.66
Annual Meeting - Program		1,419.36
Committee:		
General	$ 2,515.00	
Joint Report	900.00	
Total		3,415.00
Dues:		
ACE	$ 780.00	
CAEO	100.00	
Total		880.00
Honoraria:		
Editor - CHE	$ 1,200.00	
Executive Vice-President	2,400.00	
Total		3,600.00
Contingency		12.00
Total Expenses for 1977-78		$38,427.75

APPENDIX C

CHAIRPERSON: Douglas Carter
George Washington University

ACE MEETING

Report 1977-78

At the request of James McBride, I attended the 61st Annual Meeting of the American Council on Education on October 11, 12, and 13, 1978 at the Shoreham Americana Hotel in Washington, DC.

The theme for the meeting was HIGHER EDUCATION-GOVERNMENT. "An Uneasy Alliance". As perhaps most of you know, this annual conference is primarily attended by college and university presidents, vice-presidents, chancellors, vice-chancellors, senior administrators...or our bosses.

At these meetings our senior administrators discuss those problems they perceive to be of major concern at their level. This year it was cited as the relationships between higher education and government. While this was once reasonably simple, distant and mutually beneficial, since the 1940's these relationships have become increasingly complex, pervasive and hard to manage.

The number of special commissions, study groups and task forces now at work on one or another aspect of such relationships attests to the concern of both academic and governmental agencies, that the territories each needs to occupy and control in order to do its job are being infringed upon by each other.

I do not intend to make extensive comments concerning the multitude of problems discussed. Lloyd Davis, in his address, touched on many of them. I am sure I do not have to tell you the costly effect of the Federal legislation on making higher education available to the handicapped. Most of us are in the process of assuring that our classrooms, restrooms, counseling and registration facilities can be reached by ramps and elevators, and are equipped to serve the handicapped.

I believe the most significant aspect of the conference for those of us in continuing education was the realization expressed by all the senior administrators, that their preoccupation with growth that they enjoyed after World War II and through the baby boom and Vietnam War, is over.

The statistics cited at the conference I believe are vital to all of us.

If you remember nothing else of my remarks concerning the ACE Conference, you should remember this!...All of your higher education prospective students for the next 20 years planning are born. They are here and there is no way you can change the numbers. There is no way you can "rapid born" more to increase future enrollments, and unless there is war and/or plague, there will not be statistically less. Next year, 1979 will see the high point in the number of 19 year olds available to enter college. From 1979 to 1985/86 the number of 19 year olds will decrease to the number available in 1970...after which it should stabilize in a slightly decreasing manner through 1999.

What does this mean to our senior administrators...their first love of young full-time students will be statistically diminished, and the real golden age of the "adult continuing education student" must be the candidate for the vacant classroom.

While the ACE conference cited the attendent problems of what to do with tenured faculty, buildings, etc. in a decreasing undergraduate market...we continuing educators have the challenge to keep the classrooms full and the tenured faculty busy.

At one session I was seated next to the young lady who introduced herself as the Administrative Assistant to the President of Al Varnado's University of New Orleans ...she is one who took one of my ACHE brochures and said yes, we must do more in continuing education!

At the same time Roman Verhaalen, Dean of Evening College and Summer Session at The Johns Hopkins University, expressed his concern that regardless of the number of 19 year olds of college age, the pressure at least for men to enter college or be drafted is off. The shift of registrations to a greater percentage of women is already obvious! And President Miller said he believed that the best thing for higher education might be for each 19 year old to have experience in the work force before entering college...to assume motivation.

Ladies and gentlemen...the future appears to be ours...and the challenge is what we do with it!

APPENDIX D

CHAIRPERSON: Nicholas Kolb
The Johns Hopkins University

AWARDS COMMITTEE

Report 1977-78

Established in 1976, the purpose of the Committee is to recommend recipients for the Merit Award and the Leadership Citation. It also recommends policies, on awards, to the Board of Directors.

The Awards Committee canvassed the membership to receive suggestions of nominees for the Merit Award and the Leadership Citation. The nominees were then submitted to the Board, and the recipients of the awards will be announced during the banquet ceremonies of this conference.

Over the years the Merit Award has consisted of a retirement category as well as a meritorious service category. In effect the same award has been presented for two different activities, one in recognition of a significant contribution to ACHE and the field of continuing higher education, and the other in recognition of retirement after several years of dedicated service. A member who receives a Merit Award for a significant contribution would receive a Merit Award again upon retirement.

In view of this, the Awards Committee recommends the establishment of a new award entitled the ACHE EMERITUS AWARD. This new award would signifiy that a person is retiring because of age and has been a member of ACHE for ten years. It would be understood that the person had been attending national and regional meetings regularly.

The Committee is recommending the continuation of the Merit Award to recognize significant contributions to ACHE. The Leadership Citation will continue to recognize the contributions of non-members as well as members to the general field of continuing higher education.

The Awards Committee will devote its attention to developing an effective system for identifying potential recipients of ACHE awards and awards from independent groups. It may be necessary to appoint a representative from each region in order to maintain close contact with the membership and increase the probability of identifying deserving members. Perhaps, the Board of Directors or the Advisory Committee should play a more active role in the identification of potential candidates.

The publication of "5 Minutes" has facilitated communication among members. The Committee plans to use this newsletter for announcements and reminders.

APPENDIX E

CHAIRPERSON: Ernest E. McMahon
Dean Emeritus, Rutgers

CONSTITUTION AND BY-LAWS COMMITTEE

Report 1977-78

The committee received requests from the Board of Directors in December 1977 and March 1978 for recommendations with respect to proposed changes in the constitution and by-laws. In both instances the committee reviewed the proposals and submitted unanimous recommendations to the Board.

APPENDIX F

CHAIRPERSON: William F. Lanier
University of Virginia

COMMITTEE ON CONTINUING EDUCATION IN THE PROFESSIONS

Report 1977-78

The present chairman, William F. Lanier, was appointed by President McBride on July 6, 1978. The original purpose of the committee was to accumulate and disseminate information to the ACHE membership concerning professional organizations.

Mr. McBride's charge to the committee was to suggest to the Professions that "they send their administrative officers or other representatives of their groups to our annual and regional meetings, thereby getting to know us somewhat better and understanding what we are trying to do and perhaps even having those Professions turned to our member-institutions to provide services for them."

The committee was formed late in July with Mr. Douglas Carter of George Washington University and Dr. Wayne Whelan of Virginia State College as members. A letter was drafted and forwarded to twenty-eight key professional organizations which had been identified by the committee chaired by Dr. Louis Phillips the year before. The letter acquainted the organizations with the services of ACHE, stated that assistance was available in helping with the organization's continuing education role, and invited them to the national meeting at Fort Worth in November, 1978. The brochure for the meeting was enclosed, as well as the ACHE brochure giving a thumbnail sketch of our organization. Also enclosed was a self-addressed, stamped envelope for use in replying as to whether they wished to join ACHE.

The response was not overwhelming, as only four replies were received. We did, however, receive from Dr. Rex B. Cruise, Jr., Director of Continuing Professional Education, Division of the American Institute of CPA's, a request for application for professional membership.

It is evident to the committee that this approach is not very fruitful, as most of these organizations have their own continuing education sections and feel no need to join another organization made up primarily of individuals from the university sector.

The membership may find a newsletter, "Pro Forum", published by the National Center for the Study of Professions, helpful in their institutional dealing with the professions. This publication deals with professional and occupational testing and licensing. Member subscription is $35 per year (NCSP, 1725 DeSales Street, N.W., Suite 400, Washington, D.C. 20036).

The committee would also point out the NUEA is making a survey to determine the extent of cooperative programming by member institutions with professional associations and agencies and will provide a basis for recommendations and cooperative programming in the future. The goal of NUEA's Committee on Continuing Education for the Professions is to find ways for universities and professional associations to work together in providing continuing professional education.

Finally, President McBride has asked Committee Chairmen to comment on whether we see a need for the committees to continue their operation in the future.

Concerning this committee, we think it has been demonstrated that the Professions have not flocked to join ACHE and are not apt to do so. Accordingly, the function remaining for this committee seems to be one of information gathering for the members. This would seem to be a duplication of the NUEA Ad Hoc Committee on Continuing Education in the Professions, chaired by Frank Sorenson of Western Illinois University. Many of the ACHE members also belong to NUEA and it would seem plausible that this ACHE committee could be disbanded without seriously weakening the committee structure of our organization.

APPENDIX G

CHAIRPERSON: Richard D. Robbins
The Johns Hopkins University

COMMITTEE ON INTERNATIONAL CONTINUING HIGHER EDUCATION

Report 1977-78

During May 1978, a questionnaire was sent to the 204 member institutions of the Association for Continuing Higher Education to gain information concerning educational programs conducted by member institutions in foreign countries. A return of 149 questionnaires (73%) was received and included in the study. Questions included in the questionnaire were designed to obtain information concerning a number of aspects of programs offered in foreign countries. The greater stress was placed on programs offering college credit, and an attempt was also made to learn whether or not there are permanent installations controlled by the member institutions in the foreign countries. A further interest was directed toward obtaining information concerning non-credit activities such as foreign travel as well as contract work conducted in, or for, foreign countries or institutions. It appears that the basic definitions, and questions, were adequate within the area of credit programs, but the questionnaire had shortcomings when non-credit activities and travel were considered.

In the presentation of the results of this study, some general observations concerning the results are first presented, and these observations are followed by comments relating to the specific questions asked. Some general conclusions are based upon the interrelationships of the answers to various questions. Finally, copies of the questionnaire are enclosed with the composite results for each question listed in the space indicated for the response for those institutions where there is no foreign program activity, where there is foreign program activity, and a composite of the total responses received. It should be noted that the number of responses within any question may be greater than the number of 149 completed returns since respondents were requested to make all responses within a given item that might be appropriate to the particular institution. A smaller number of responses may be indicated that the total of 149 completed returns for any item because some respondents did not complete particular items.

General Observations

Of the 149 questionnaires returned, there are 83 indications that the institution does not have an educational program in a foreign country. Some of the institutions falling within the number of 66 indicating an educational program in a foreign country noted that the program is conducted by some division of the university other than the Evening College (part-time division of the university). In addition, some institutions indicated that the foreign program is a cooperative one between the Evening College and some other division of the university. Comments suggest that the content and format of the educational program in a foreign country vary as greatly as do programs in the United States. The degree of activity, or the scope, of the educational programs in a foreign country appear to range from a token involvement to a relatively extensive set of offerings and activities. There is the general indication that the degree of competition and the potential probability of financial loss serve as deterrents to expanded activities on the part of individual member institutions. The general results of this study appear to indicate that the emphasis among ACHE member institutions in foreign education activities is quite different from the impression that one gains from advertisements in the public media. There appears to be a greater relationship between the foreign activity and the home program among these institutions than appears to be the case in the instance of some widely publicized foreign educational activities. There is the indication that the credit offerings in foreign countries are generally limited to individual courses rather than to area studies or larger segments of the academic program, and little indication was found of entire degree programs which could be completed in a foreign country. In fact, the "Semester Abroad" concept is not as evident as is the emphasis on specific courses within topical areas. For a majority of academic areas, it appears that there is some restraint on the extent to which the topic is covered in the foreign offering. It is interesting to note that most institutions find foreign educational programs to be financially attractive. There is an indication that some member institutions plan to expand a sponsored program of foreign travel as well as an educational program in a foreign country, but greater emphasis is placed upon the expansion of the educational program rather than any travel provisions. Among those institutions not presently offering an educational program abroad, there is little interest in expanding a travel program or in beginning an educational program in a foreign setting.

Results By Item

Sixty-six of the responding 149 institutional members indicated that they have an educational program in a foreign country. Of this number, most of the institutions indicate that the educational program in a foreign country is conducted by some division of the university other than the Evening College (part-time division of the university).

Only 14 of the positive responses indicate that the university has a physical plant in a foreign country. In general, the program is conducted through an agreement with a foreign educational institution utilizing foreign facilities.

Most institutions indicate that the program in a foreign country is given by the regular faculty of the institution with a smaller number indicating that foreign faculty is used.

A majority of institutions indicate that the program in a foreign country is their program given there, but there is some indication that recognition is given to a program in a foreign institution. Most of the programs offered by responding institutions are given for college credit, and there is a general conclusion that it is principally undergraduate credit.

Responses indicate that the educational program in a foreign country has been in operation from 2 to 40 years with an average of 11 years and with most institutions indicating that the program has been in existence for less than 10 years.

Fifty-eight of the positive responses indicate that the educational program in a foreign country is financially successful. Only 4 institutions indicate that the program loses money. The remaining institutions did not respond to this question.

The programs in a foreign country range in duration from 2 weeks to 3 years, but the majority of them are scheduled for a short period of 1 term or less. A smaller number of responses indicate that the program lasts for 1 year or longer.

The responses indicate that member institutions have educational programs in from 1 to 15 foreign countries with an average of 4 countries per institution.

A total of 24 institutions indicate that there is a cooperative arrangement by which the program is conducted with a foreign college or university.

Only 6 institutions indicate that a complete degree program can be completed in a foreign country. This result is interesting when one notes the length of some of the programs offered in foreign countries.

A range of from 6 to 47,605 individuals are served as students annually in the programs offered by institutions included in this study. The average number of students served per year by individual institutions is 967, but most of the programs appear to serve less than 200 students per year. Forty-four of the 66 responding institutions serve 200 or fewer students per year. It is interesting to note these numbers when considering the number of countries in which programs are given and the number of different kinds of offerings that are available.

Only 2 of the responding institutions indicate that they have plans to discontinue the educational program in a foreign country. Financial loss appears to be the motivating reason for this decision.

Forty-three of the institutions indicating that they do not have a foreign educational program indicate that they also do not have a foreign travel program while 35 of the institutions indicating a foreign educational program do not offer an organized program of foreign travel. The organized program of foreign travel is generally seen associated with the institutions not offering educational programs in foreign countries. If there is a credit program of foreign travel, it is generally offered by the faculty from the home institution. Travel programs which offer college credit are more often associated with institutions which offer other educational programs for college credit in foreign countries. There is no indication that a large number of institutions offer foreign travel specifically for non-credit purposes.

The responses to the question concerning the number of individuals served annually in a foreign travel program were discarded because there appears to have been confusion between an organized academic program of foreign travel and such programs as those available through many alumni associations. These data are not presented.

In general, those institutions presently conducting programs of foreign travel do not plan to discontinue these activities.

There is some indication that there is an interest in expanding programs of foreign travel as well as educational programs in a foreign country. This interest appears to be greater within the group of institutions indicating that there is presently a program in one or the other of these areas. The details of this expansion may include additional programs or activities in additional countries.

Seventeen responding institutions indicate that they conduct contract work of an educational nature in a foreign country. The work may be conducted in the foreign country or in this country, and it may be conducted for credit or not for credit. These activities include a wide range of educational programs conducted in a variety of settings. A summary of these activities is given in the "Response Composite" questionnaire.

Summary

A majority of the member institutions of ACHE do not offer educational programs in foreign countries. Within the 44% of responding member institutions, the programs offered in a foreign country are generally of short duration averaging approximately one term with few programs of longer duration than one year. Academic credit is generally awarded for work in the foreign program. The programs are generally offered through arrangements with some foreign educational institution, and the faculty of the home institution is generally utilized. There are consortia arrangements as a basis for some of the programs. Most of the institutions find their foreign programs financially successful. Although most programs are credit oriented, they do not generally lead to a degree within the foreign setting. The academic credit is usually applicable toward the degree requirements in the home institution. Several institutions have conducted academic programs in foreign countries for decades, and programs may be available from a given institution in as many as 15 countries. The format of the academic offering in the foreign country is as varied as academic programs in the United States. Competition within the foreign market is substantial, and some institutions have entered the foreign market with small programs in few countries serving very small numbers of students. Among the responding institutions, there is relatively little emphasis placed on organized programs of foreign travel, and there is comparatively little interest in the expansion of these programs. It also appears that the interest in the expansion of the educational program in a foreign country is no greater than is the interest in the expansion of a sponsored program of foreign travel. There is some interest in the expansion of both of these areas within the group of respondents, but the majority of the institutions do not plan to increase or expand the activity in either of the areas under study. There is relatively little activity among the respondents in contract work of an educational nature whether it is held in this country or in the foreign country. Only 11% of the responding institutions indicate that they conduct some contract work of an educational nature in, or for, a foreign country. Within this small group the activity is diverse,ranging from contract consultation to workshops to graduate programs.

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Please complete this questionnaire and return it in the enclosed self-addressed envelope. Your cooperation is very much appreciated.

NAME ____

UNIVERSITY/COLLEGE ____________ *NO PROGRAM RESPONSES* ____________

ADDRESS ____________ *N = 83* ____________

1. Does your university/college have an educational program in a foreign country?
   ________Yes; ___83___No

   If your answer to item (1) is "Yes", please answer the remaining questions.
   If your answer to item (1) is "No, please go to item (16).

2. Is the program in a foreign country operated by, or through, the Evening College (the part-time or Extension division of the university/college)?
   ________Yes; ______No

3. Does your university/college have a division, school, etc., (a physical plant) located in a foreign country? ______Yes: _______No

4. The program in a foreign country utilizes
   ______ University/college's own center or facility.
   ______ Agreement with foreign educational institution using their facilities.
   ______ Agreement with foreign organization, group, etc., other than educational institution, using their facilities.
   ______ Other arrangements.

5. Is the educational program in a foreign country given by your faculty (_____), foreign faculty (______), or other faculty (______)?

6. Is your program in a foreign country your program given there (______), or is it a program given by a foreign institution which you recognize (_______)?

7. Is your program in a foreign country given for credit (____), or is it not for credit (______)?

8. For how many years has your program in a foreign country been in operation? ____

9. Is your program in a foreign country financially successful (does it break even)?
   _______Yes; ______No

10. What is the length of your program in a foreign country?(if applicable) ______

11. In how many foreign countries do you have a program? ________

12. Does your university/college have a cooperative or consortium arrangement with any foreign university/college? _______Yes; _______No

13. Does your university/college have a program, totally given in a foreign country, which leads to a degree? ______Yes; _____No

14. Approximately how many individuals are served as students annually in your program (s) in a foreign country? __________

15. Does your university/college presently have any plans to discontinue its educational program (s) in a foreign country? ______ Yes; ______ No
If "Yes", why do you plan to discontinue the program (s)? ______

16. Does your university/college offer a program of foreign travel for which you award credit: 40 Yes: 43 No; 11 Variable
Is this program conducted by your faculty 28 Yes; 3 No

17. Does your university/college offer an organized program of foreign travel which is not for credit? 26 Yes; 57 No

18. Approximately how many individuals are served annually in your program (s) of organized foreign travel? N/A

19. If your university/college now sponsors a program of foreign travel, are there presently any plans to discontinue this activity?
3 Yes; 35 No; 39 Have no program
If "Yes", why do you plan to discontinue the program?
Not too successful. Low enrollment.

20. Is your university/college planning to begin, or to expand, a sponsored program of foreign travel? 14 Yes; 69 No

21. Is your university/college planning to begin, or to expand, an educational program in a foreign country? 6 Yes; 76 No

22. Within the Evening College (the part-time or extension division of the university/college), do you conduct any contract work of an educational nature for a foreign country? 4 Yes; 79 No
Is this work conducted in the foreign country? 1 Yes; 3 No
Is academic credit given to anyone for participating in this contract work?
3 Yes; 1 No
What is the general nature of this contract work, and with/for what agency in the foreign country is it conducted? *Pre-service workshops in sports education programs. Short programs in English and in Mathematics for foreign students. College preparatory programs. Consulting contracts. Graduate programs in education offered under contract.*

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Please complete this questionnaire and return it in the enclosed self-addressed envelope. Your cooperation is very much appreciated.

NAME ______________________________

UNIVERSITY/COLLEGE PROGRAM RESPONSES

ADDRESS N = 66

1. Does your university/college have an educational program in a foreign country?
66 Yes; ______ No

If your answer to item (1) is "Yes", please answer the remaining questions.
If your answer to item (1) is "No", please go to item (16).

2. Is the program in a foreign country operated by, or through, the Evening College (the part-time or Extension division of the university/college)?
29 Yes; 37 No

3. Does your university/college have a division, school, etc., (a physical plant) located in a foreign country? 14 Yes; 52 No

4. The program in a foreign country utilizes
   - 12 University/college's own center or facility.
   - 45 Agreement with foreign educational institution using their facilities.
   - 24 Agreement with foreign organization, group, etc., other than educational institution, using their facilities.
   - 19 Other arrangements.

5. Is the educational program in a foreign country given by your faculty (52), foreign faculty (44), or other faculty (9)?

6. Is your program in a foreign country your program given there (57), or is it a program given by a foreign institution which you recognize (21)?

7. Is your program in a foreign country given for credit (65), or is it not for credit (7)?

8. For how many years has your program in a foreign country been in operation? R=2 to 40 M=11

9. Is your program in a foreign country financially successful (does it break even)?
58 Yes; 4 No

10. What is the length of your program in a foreign country? (if applicable) 19 short period
13 term
24 year or more

11. In how many foreign countries do you have a program? R=1 to 15; M-4

12. Does your university/college have a cooperative or consortium arrangement with any foreign university/college? 24 Yes; 41 No

13. Does your university/college have a program, totally given in a foreign country, which leads to a degree? 6 Yes; 60 No

14. Approximately how many individuals are served as students annually in your program(s) in a foreign country? R=6 to 47,605; M=967; N(≤100)=33; N(≤200)=44

15. Does your university/college presently have any plans to discontinue its educational program(s) in a foreign country? 2 Yes; 64 No
If "Yes", why do you plan to discontinue the program(s)? Difficult to 'break even' financially. High cost and low return plus faculty problems.

16. Does your university/college offer a program of foreign travel for which you award credit? 25 Yes; 35 No; 9 Variable
Is this program conducted by your faculty? 27 Yes; 2 No

17. Does your university/college offer an organized program of foreign travel which is not for credit? 26 Yes; 38 No

18. Approximately how many individuals are served annually in your program (s) of organized foreign travel? N/A

19. If your university/college now sponsors a program of foreign travel, are there presently any plans to discontinue this activity?
0 Yes; 38 No; 22 Have no program
If "Yes", why do you plan to discontinue the program?

20. Is your university/college planning to begin, or to expand, a sponsored program of foreign travel? 16 Yes; 43 No

21. Is your university/college planning to begin, or to expand, an educational program in a foreign country? 25 Yes; 37 No

22. Within the Evening College (the part-time or extension division of the university/college), do you conduct any contract work of an educational nature for a foreign country? 13 Yes; 52 No
Is this work conducted in the foreign country? 5 Yes; 6 No
Is academic credit given to anyone for participating in this contract work?
6 Yes; 6 No
What is the general nature of this contract work, and with/for what agency in the foreign country is it conducted? Computer science program. Selected graduate level courses in education. Agriculture program for Japanese students. Project management training seminars for AID personnel. Training foreign students in English and in Economics. Counselor education and Home Economics programs. Teaching English as a second language. Training continuing education personnel and teachers in Central America and in South America. Health administration, special education, classics programs, and various language programs.

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Please complete this questionnaire and return it in the enclosed self-addressed envelope. Your cooperation is very much appreciated.

NAME ____________________

UNIVERSITY/COLLEGE ____________ RESPONSE COMPOSITE ____________

ADDRESS ____________ N = 149 ____________

1. Does your university/college have an educational program in a foreign country?
   __66__ Yes; __83__ No

   If your answer to item (1) is "Yes", please answer the remaining questions.
   If your answer to item (1) is "No", please go to item (16).

2. Is the program in a foreign country operated by, or through, the Evening College (the part-time or Extension division of the university/college)?
   __29__ Yes; __37__ No

3. Does your university/college have a division, school, etc., (a physical plant) located in a foreign country? __14__ Yes; __52__ No

4. The program in a foreign country utilizes
   - __12__ University/college's own center or facility.
   - __45__ Agreement with foreign educational institution using their facilities.
   - __24__ Agreement with foreign organization, group, etc., other than educational institution, using their facilities.
   - __19__ Other arrangements.

5. Is the educational program in a foreign country given by your faculty (__52__), foreign faculty (__44__), or other faculty (__9__)?

6. Is your program in a foreign country your program given there (__57__), or is it a program given by a foreign institution which you recognize (__21__)?

7. Is your program in a foreign country given [illegible]r credit (__65__), or is it not for credit(__7__)?

8. For how many years has your program in a foreign country been in operation? R=2 to 40 M=11

9. Is your program in a foreign country financially successful (does it break even)?
   __58__ Yes; __4__ No

10. What is the length of your program in a foreign country? (if applicable) 19 short period; 13 term; 24 year or more.

11. In how many foreign countries do you have a program? R = 1 to 15; M = 4

12. Does your university/college have a cooperative or consortium arrangement with any foreign university/college? __24__ Yes; __41__ No

13. Does your university/college have a program, totally given in a foreign country, which leads to a degree? __6__ Yes; __60__ No

14. Approximately how many individuals are served as students annually in your program(s) in a foreign country? R=6 to 47,605; M=967; N(100)=33; N(200)=44

15. Does your university/college presently have any plans to discontinue its educational program(s) in a foreign country? 2 Yes; 64 No
If "Yes", why do you plan to discontinue the program(s)? Difficult to "break even" financially. High cost and low return plus faculty problems.

16. Does your university/college offer a program of foreign travel for which you award credit? 65 Yes; 78 No; 20 Variable
Is this program conducted by your faculty? 55 Yes; 5 No

17. Does your university/college offer an organized program of foreign travel which is not for credit? 52 Yes; 95 No

18. Approximately how many individuals are served annually in your program (s) of organized foreign travel? N/A

19. If your university/college now sponsors a program of foreign travel, are there presently any plans to discontinue this activity?
3 Yes; 73 No; 61 Have no program
If "Yes", why do you plan to discontinue the program? Not too successful. Low enrollment.

20. Is your university/college planning to begin, or to expand, a sponsored program of foreign travel? 30 Yes; 112 No

21. Is your university/college planning to begin, or to expand, an educational program in a foreign country? 31 Yes; 113 No

22. Within the Evening College (the part-time or extension division of the university/college), do you conduct any contract work of an educational nature for a foreign country? 17 Yes; 131 No
Is this work conducted in the foreign country? 6 Yes; 9 No
Is academic credit given to anyone for participating in this contract work?
9 Yes; 7 No
What is the general nature of this contract work, and with/for what agency in the foreign country is it conducted? Computer science program. Selected graduate level courses in education. Agriculture program for Japanese students. Project management training seminars for AID personnel. Training foreign students in English and in Economics. Counselor education and Home Economics programs. Teaching English as a second language. Training continuing education personnel and teachers in Central America and in South America. Health administration, special education, classics programs, and various language programs. Pre-service workshops in sports education programs. Short courses in English and in Mathematics for foreign students. College preparatory programs. Consulting contracts. Graduate programs in education offered under contract.

APPENDIX H

CHAIRPERSON: Joseph P. Goddard
The University of Tennessee

ACHE/NUEA JOINT COMMITTEE ON AACSB

Report 1977-78

During 1977-78 there has been little or no activity in the Joint Committee on AACSB and no interaction between this committee and AACSB. There have been several telephone calls from some of our member institutions concerning the actions of AACSB; but, from recent contacts with their Standards Committee, and, as a result of the lack of an invitation to their recent annual meeting (request was made by this chairperson), it is felt that this committee should either discontinue or revise its attempts to work with AACSB.

As I remember from the committee meeting in New Orleans in March, 1977, the AACSB members were polite, but paid no attention to our request. It is the interpretation of rules and standards by the business deans on a particular campus that causes the most trouble.

We have found that we can seldom talk to the same individual in AACSB twice about our concerns. It also appears that the organization has determined its course of action and any suggestions or attempts on our part to offer input would be disregarded. In recent weeks, it seems that the assembly might be facing some internal conflicts so as to self-destruct; however, this could be wishful thinking. (Editor's Note: Dean Goddard provided an article: Business School Curriculum Design, C. Warren Neel, Dean of the College of Business, University of Tennessee, Knoxville, which is available from the Editor.)

It is recommended by the chairperson of this committee that, following this report, the committee be discontinued or a new committee appointed which would be willing to attack the problem from a different perspective. Our efforts to date have produced little or no effect and have resulted in wasted effort, time and money.

APPENDIX I

CHAIRPERSON: William D. Barton
The University of Tennessee

ACHE - NUEA JOINT COMMITTEE ON DATA AND DEFINITIONS

Report 1977-78

Toward the end of this summer we found that NUEA had made some decisions about the annual joint report on programs and registrations. It seems that the University of Minnesota did not wish to continue to publish the survey and NUEA did not appoint new committee members, so it appears we have arrived at the end of an era in publishing the annual statistical summary in the previous form.

Discussion among Howell McGee, Lloyd Davis (NUEA) and Bill Barton brought the decision for a shortened version of the survey form to be sent out to the memberships of both ACHE and NUEA. Bill Barton will handle the collection of data and will report the information to the ACHE membership in one of the regular publications.

The annual report of the programs and registration data was a one-of-a-kind publication. The new short form survey will at least provide some continuity of bottom line totals to use in year to year comparisons.

We heard from several people during the summer wanting to know where the report forms were. It was certainly heartening to know you were eager to get your information in. In the past, returns totaled only 2/3 to 3/4 of the institutional membership. Maybe the short form will get us a better return.

October 3, 1978

Dear ACHE and NUEA Institutional Representatives:

As you know, for several years ACHE and NUEA have published a joint statistical summary on an annual survey of registrations and programs. Due to rising costs and other changes in the joint committee, the decision was made not to take the usual survey this year.

After conversation with Dr. Lloyd Davis of NUEA and Dr. Howell McGee of ACHE, we have agreed to collect a shortened version of the survey. This will carry on, to some degree, the historical data provided previously by the joint report. In the past only 65 to 75 percent return was achieved with the long report. It is hoped that the short report will bring a greater response. We will not set a deadline for the survey since it is short and hopefully you have the information readily available. Please return the form as quickly as possible.

The attached form is the only statistical survey form which will be used for reporting data for 1977-78. The usual long form requiring a breakdown by subject area will not be requested by ACHE or NUEA this year. Please assist your professional organizations by completing and returning the attached form.

Sincerely,

William D. Barton
Associate Dean

cc: Dr. Lloyd Davis
Dr. Howell McGee

APPENDIX J

CHAIRPERSON: Wayne L. Whelan
Virginia State College

LEGISLATIVE COMMITTEE

Report 1977-78

Introduction

Throughout the year the Legislative Committee has attempted to report, via CHE; legislation-related developments of particular concern to continuing higher education. The committee thanks CHE Editor Dr. Clarence H. Thompson for his assistance in publishing its reports.

Additional reports were prepared for President James R. McBride and for the presentation at the mid-year Board meeting.

Final Report

The Bakke Decision: Implications for Higher Education Admissions, a report sponsored by the American Council on Education and the Association of American Law Schools, has been released for distribution to institutions of higher education. Prepared by a committee chaired by L. Orin Slagle, professor of Law at Ohio State University, the 61-page document analyzes the Supreme Court's opinions in the case, and discusses implications of the more important components of the historic ruling.

Copies of the report are available from the Publications Sales Office of the American Council of Education, One Dupont Circle, Washington, D.C. 20036. Rates are $3.00 for one; $2.50 for two to ten copies; and $1.00 each for orders of more than ten.

As this report is being prepared, President Carter still threatens to veto any tuition tax credit bill that may emerge from the Congress. House and Senate conferees have wrestled with the legislation for some time, and the final outcome is very much in doubt.

Congressman William Ford (D-Mich.), Chairman of the House Committee on Post Secondary Education, has announced that all higher education groups that would like to see changes in the Higher Education Act, should submit their proposed amendments to his committee by February 15, 1979.

California has a new law designed to put diploma-sales companies out of business and prevent new ones from opening. The legislation makes it a misdemeanor to paint and sell reproductions of diplomas and college degrees without written authorizations from an institution's governing board.

The law arose from the activities of a California and New York based company that offered near - copies of degrees from almost any higher - education institution in the country, even though the certificates carried a notice on the backs that they were, in fact, reproductions.

The education ministers of Canada's 10 provinces are faced with a $34 million cutback in a projected federal cost-sharing program designed to aid the provinces' educational services.

Now available is The External Degree as a Credential: Graduates' Experiences in Employment and Further Study, a 124-page report based on a 1976-77 study to determine the value of external-degree programs. Written by Carol P. Sosidian and Laure M. Sharpe, the report is free, and may be obtained by sending a gummed, self-addressed label to: Noel Vivaldi, Publications Management Division, National Institute of Education, 1200 19th Street, N.W., Washington, D.C. 20208.

Oscar T. Lenning and Edward M. Cooper have prepared a guidebook suggesting ways by which colleges and universities can comply with the consumer information section of the Higher Education Amendments of 1976. Entitled Guidebook For Colleges and Universities: Presenting Information to Prospective Students, the 84-page publication is $6.00 from National Center for Higher Education Management Systems, PO Drawer P, Boulder, CO 80302.

HEW's Office of Civil Rights has announced that it intends to erase its backlog of discrimination complaints in little over a year by doubling its staff of investigators and requiring them to process complaints at twice the present rate. The final operational plan will be released prior to December 30.

OCR began the new fiscial year with a backlog of 1210 complaints involving post secondary education: 353 charging racial discrimination, 180 due to national origin, 367 because of sex, and 310 for handicap.

OCR will also review formerly dual state higher-education systems and recheck compliance with provisions of Title IX (sex discrimination) and Section 504 (handicap discrimination).

The College and University Personnel Association has published A Compliance Guide to the 1978 Amendments to the Age Discrimination in Employment Act, a 22 page guide written by Ira M. Shepard. The booklet is $5.00 for members or $10.00 for nonmembers: 11 Dupont Circle, Washington, D.C. 20036.

APPENDIX K

CHAIRPERSON: John R. Valley
Educational Testing Service

NONTRADITIONAL EDUCATION COMMITTEE

Report 1977-78

The charge to the Nontraditional Education Committee (NEC) indicates that the purpose of the committee is to apprise the membership of programs of nontraditional education. In keeping with that charge the NEC met in Philadelphia, PA on August 23, 1978, at which time members Peppard, Tansey, Transier, and Valley were present and again on October 11, 1978 when Peppard, Transier, and Valley were present. The report of these deliberations were approved by mail by the committee and is as follows:

While the term nontraditional education has been popular for several years, it enjoys considerable vagueness. We find, for example, that the prestigious Commission on Nontraditional Study had this to say in its final report. "How to define nontraditional study accurately and comprehensively was a stumbling block we never quite hurdled to our satisfaction." (1::xix)

The closest the Commission came to a definition is contained in the following: "Most of us agreed that nontraditional study is more an attitude than a system and can, thus, never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform perscription, and deemphasizes time, space, and even course requirements in favor of competence, and where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic or occasional study. This attitude is not new; it is simply more prevalent than it used to be." (ibid:: xv)

Such a perspective on nontraditional programs presented several problems for the NEC, of which two deserve special comment. First, within some circles of the Association For Continuing Higher Education, the view prevails that the term "nontraditional programs" has been used by elements of the educational community at large who only recently have discovered the kinds of services, programs, and resources that are fairly central to the institutional membership of ACHE. In a very serious sense what the membership of ACHE has been all about practically from the beginning, and regards as its tradition, now appears to be encompassed by the term nontraditional. Consequently, the term nontraditional has very limited utility for effective communication within ACHE.

Secondly the elements, attributes, or characteristics of nontraditional programs can be and apparently are being combined in infinite ways so that "...it is virtually impossible to describe a typical nontraditional program...and increasingly difficult to describe the diversity in a neat scheme of classification." (2:: 97-98) The authors cited offer a suggestion that has considerable merit. "Program responses, however, have now reached the point where change and diversity are so great that existing typologies fail to address today's needs...We believe that the most fruitful approach at the present time is to develop a program component profile that will accommodate constantchange and the growing diversity of program design." (ibid:: 103)

The NEC notes that one recent analysis on nontraditional education listed ten characteristics of the nontraditional movement in higher education:

-The broadened base of degree-granting authority.
-The emergence of competence as a basis for awarding degrees.
-The discovery of the adult college-level student.
-The student as planner-designer of his or her own educational program.
-The recognition of experiential learning.
-Specialized educational services.
-The reinterpretation of residence.
-The beginning of compulsory adult education.
-More skill in the application of technology to the delivery of instruction.
-The questioning of education as preparation for life. (3:: 4)

However, which of these elements are traditional or nontraditional in particular institutional settings will vary from one institution to another. And which combinations of these elements and what degrees of their presence or absence should an institution claim in order to qualify as offering nontraditional programming is either anyone's guess or obviously quite arbitrary.

While it is clear that the problem described above is quite real, at the same time there is an obvious need for ACHE to keep itself informed regarding developments within its field of interest. We assume this need was responsible for the appointment of the NEC. It also appears the need is not limited to the membership of ACHE. Rosalind Loring, Dean of Continuing Education, University of South California, had this to say at the 1978 meeting of the American Association For Higher Education. "In light of this explosion in programs and processes, there is surprisingly little available data about the patterns and consequences of institutional efforts to meet the needs of the growing number of adults who seek some share of the resources of colleges and universities. We need to know more about the number of institutions that have attempted specific adaptations; equally urgently, we need to know their assessment of costs and benefits. To the best of my knowledge, there is little other than impressionistic data." (4:: 2)

The NEC therefore concludes that ACHE should establish mechanisms whereby new, innovative, and emerging developments among its members can be monitored systematically and reported routinely to the membership. NEC believes that there are four major categories of desirable information:

1. New services, policies, practices and procedures
2. Curricular developments
3. New patterns of organization, administration, management and finance
4. New or changing student clienteles.

The information should be gathered and presented in such a way so as to profile the entire institutional membership of ACHE. This would make it possible for any individual institution to privately and confidentially compare its own profile with that of the total associational membership, to note points of similarity and difference, and to decide for itself what actions, if any, are appropriate.

Recommendations

1. That ACHE recognize that the term "programs of nontraditional education" has limited utility and that the term does not serve purposes of effective communication among its members. Therefore the Nontraditional Education Committee should be renamed the Committee on Member Practices and Policies (CMPP).

2. That the CMPP be authorized to plan and execute surveys of the membership of ACHE to focus on new, innovative and emerging developments.

3. That the initial series of such surveys be put on a three or four year cycle so as not to burden the membership with completing a massive, single questionnaire. Each year of the cycle, a survey would be limited to a major category of information such as:

a) New services, policies, practices and procedures

b) Curricular development
c) New patterns of organization, administration, management and finance
d) Student clienteles.

4. That the first cycle be the academic year 1979-80 for which a survey would be conducted in the period July-September 1979.

5. That while the CMPP would volunteer its services to design the questionnaires, conduct the surveys, tabulate the data and prepare reports, the CMPP would need an allocation of funds to cover items of out of pocket cost: postage, envelopes, paper and printing of questionnaires, and similar expense for the survey reports. Therefore a budget allocation of $450 is requested for the period July 1, 1979 through June 30, 1980.

References:

1. Commission on Nontraditional Study. Diversity By Design. San Francisco: Jossey-Bass, 1973.

2. Cross, K. Patricia and Zusman, Ami. The Needs of Nontraditional Learners and The Responses of Nontraditional Programs. Berkeley, CA: Center For Research and Development in Higher Education, June 1977.

3. Valley, John R. "Nontraditional Study In the 1970s." College Board Review, No. 106, Winter 1977-78. pp 3-7 and 37.

4. Loring, Rosalind K. "Strategies of Adaptation" in Current IssuesIn Higher Education, Washington, DC: American Association For Higher Education, 1978 National Conference Series, 1978. pp. 1-4.

APPENDIX L

CHAIRPERSON: David T. Brigham
Bentley College

COMMITTEE ON CONTINUING EDUCATION FOR OLDER ADULTS

Report 1977-78

Nearly the entire effort of the Committee this year was devoted to the development of an exchange-of-practice seminar for educators or would-be educators of older adults. Designed by the New England Gerontology Center and the University of Michigan Institute of Gerontology, the seminar was to be held at Wentworth By-The-Sea, Portsmouth, New Hampshire, on October 8-10, 1978. Registrations were insufficient to cover costs and the numbers were deemed too low to develop an adequate educational exchange atmosphere. However, the Committee is encouraged to consider re-scheduling the seminar again in 1979 in view of the fact that twenty-two persons pre-registered representing twelve colleges and universities (seven A.C.H.E. members) and ten other agencies from a total of thirteen states and provinces. Also, it is possible that some funding might be made available for a future seminar offering. Twenty-five hundred brochures were mailed including four hundred to A.C.H.E. members.

The Committee urges your cooperation at this meeting, in order to more effectively implement its work, by responding to the three attached questions. We are most hopeful that your inputs will make it possible to conduct the seminar in 1979 and to assist the Committee in planning further efforts.

A second project undertaken by the Committee this year involves the development of information regarding funding sources for educational programs for older adults. It is expected a report on this subject will be available at the 1979 annual meeting.

November 6, 1978

TO: A.C.H.E. Members at Annual Meeting - Ft. Worth, Texas

FROM: Committee on Continuing Education for Older Adults

The Committee solicits your cooperation in connection with its future planning by responding to these questions and returning this sheet to either President Lewis Popham or Committee Chairman David Brigham during or after the conference.

A. In connection with a possible re-scheduling of the Exchange-of-Practice Seminar planned for last October - "for persons anticipating the development and/or teaching of educational programs for older adults, and for those who could profit by exchanging their experiences with other practitioners" - please list addresses of persons whom you believe might be interested in attending such a seminar:

1. Name ____________________

   Address ____________________

   ____

   Professional Affiliation ____________________

2. Name ____________________

   Address ____________________

   ____

   Professional Affiliation ____________________

3. Name ____________________

   Address ____________________

   ____

   Professional Affiliation ____________________

B. Please indicate any A.C.H.E. member that you feel might be interested in contributing to the work of the Committee:

Name ____________________

Institution ____________________

Address ____________________

____

C. Can you suggest a particular project that you feel should be undertaken by the Committee on behalf of the A.C.H.E. membership? Please describe.

____

Please return this form during or after the conference to either:

Lewis C. Popham 3rd
President, A.C.H.E.
Culkin hall
State University of New York
Oswego, N.Y. 13126

OR

David T. Brigham
Dean, Evening Division
Bentley College
Waltham, Mass. 02154

APPENDIX M

CHAIRPERSON: Sam C. Bills
The University of Tennessee

PROFESSIONAL STAFF DEVELOPMENT COMMITTEE

Report 1977-78

The Professional Staff Development Committee, a standing committee established by the Board of Directors, completed its first full year of existence.

Last year in Montreal a workshop session was devoted to ACHE's role in Professional Staff Development. Out of this session came the idea of establishing a resource contact list of ACHE members. The committee decided to devote its efforts this year to developing a list and making it available to all members. The directory is to be a listing of members of ACHE and their area(s) of expertise. Many times we know each other well, but in many cases we do not know who to contact for a specific problem. The completed directory is not meant to be a consulting list, but rather a guide to where we can get help when we need it.

During the summer of 1978 a mailing was sent to 795 members of ACHE. This included all current members at that time. Of this number 265 were returned to be included in the listing. We are presently compiling this list and, hopefully,it will be mailed by the end of this year.

If anyone has any suggestions on the future direction this committee should take, please contact one of the committee members.

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
DIVISION OF CONTINUING EDUCATION

MEMORANDUM

TO: ACHE Members

FROM: Professional Staff Development Committee of ACHE

DATE: August 11, 1978

SUBJECT: Resource Contact List

As a service to the membership of ACHE the Professional Staff Development Committee would like to make available to all in the organization a list of ACHE members and their area of expertise. Many times we all have questions about some particular aspect of continuing education but do not know who specifically to call. There is a wealth of talent in ACHE, and we need to make it known to all. The completed directory will be sent to all members during Fall 1978.

Please help us to compile this list by completing the enclosed form and returning it as soon as possible, but no later than September 15. Do not be modest - put everything down in which you feel qualified to help another member.

RESOURCE PERSON

NAME: ______________________________

TITLE: ______________________________

INSTITUTION: ______________________________

ADDRESS: ______________________________

____

TELEPHONE: ________ ______________
Area Code

Areas in which I am willing to help other members of ACHE are as follows:

Please list other members of ACHE you feel are qualified to consult and the committee will contact them.

NAME INSTITUTION AREAS OF SPECIALIZATION

Return completed form by September 15 to:

Dr. Sam C. Bills
University Evening School
Division of Continuing Education
The University of Tennessee
Knoxville, TN 37916

APPENDIX N

CHAIRPERSON: Douglas H. Carter
George Washington University

PUBLIC INFORMATION COMMITTEE

Report 1977-78

The Public Information (PI) Committee of ACHE held two scheduled meetings during the year (in February and June) and several Ad Hoc meetings. The primary thrust of the Public Information Committee effort this year was provided by the guidelines established following the National Meeting in Montreal last year and focused upon assisting the Regions in their Public Information task as well as working with other Committees at the National level.

Early in the year the PI Committee contacted each Chairman in the Region and with the assistance of the Executive Vice President made arrangements for the provision of ACHE logotypes of various sizes to be provided to the regions for their promotional use. In addition, the new "Blue" copy of the ACHE promotional brochure was distributed to the Regions for their PI use.

In February an informational letter was sent to each Regional Chairperson providing the offer of assistance in the local PI effort including Newsletter exchange and the address and person to contact for free publicity (in the Chronicle of Higher Education) on Regional Meetings.

Prior to the availability of details being finalized for the Fall 1978 National Meeting at Fort Worth, a draft general advertisement was submitted to the regional liaison member of the board for approval. The guidance received at that time recommended holding the advertisement so that it would specifically plug the National Meeting. One such ad was provided to the Chronicle of Higher Education for publication.

The PI Committee also offered their assistance in working with the Membership Committee headed by Jim Jackson. Perhaps the most progress was realized in the joint effort of some of the PI Committee members with Bill Lanier as the new Chairperson of the Committee on "Continuing Education in the Professions". Through meetings of the (dual) Committee Members, letters were generated to Professional Associations which resulted in some positive feedback and interest in attending our National Meeting...as well as applying for ACHE membership.

Finally, the Chairperson of the PI Committee served on the Visitation Team headed by Dr. Roman Verhaalen of Johns Hopkins University to Salisbury State College in Maryland in the Spring and attended the American Council of Education (ACE) National Meeting in Washington, D.C. as the ACHE representative this Fall.

APPENDIX O

CHAIRPERSON: Edward J. Baumann
St. Ambrose College

PUBLICATIONS COMMITTEE

Report 1977-78

The Publications Committee held a meeting at St. Ambrose College in Davenport, Iowa, on February 9 and 10, 1978. Present were: Edward J. Baumann, Joseph Fantl, Robert H. Helmes, and Deborah A. Kohler. Noel Bishop was unable to attend because of severe weather conditions that halted flights from Connecticut.

Since the Committee had been instructed to develop further the recommendations it presented in November of 1977 - in preparation for the mid-year meeting of the Board at which most of its 1977 recommendations were to be deliberated, the Committee decided to review those previous recommendations on which the Board had not yet acted, revise some of those recommendations as deemed necessary or advisable, and then combine in this one report its recommendations of last year and this year in order to facilitate the Board's action.

The Committee accordingly decided to present the following series of recommendations for the Board's action at the mid-year meeting. The actions of the Board, taken at the meeting of March 15 to 17 at Skytop, Pennsylvania, are noted after the recommendations.

1. The Committee gave these general recommendations to the Board concerning the Association's publications:

    A. That [illegible]ociation adopt a new logo to be printed on all its publications, and th[illegible]s logo be easily recognizable as the logo of ACHE. (Approved by the Board.)

    B. That the *Proceedings* be modified to be a relatively brief report of perhaps 25 pages that will not include verbatim statements and presentations but only synopses of major concerns, suggestions, thrusts, and solutions; that, accordingly, session recorders be instructed to provide brief summaries of sessions rather than extensive reports; and that, when possible, duplicated, typed copies of principal addresses that were delivered at the annual conventions be made available to individuals who specifically ask for copies of those addresses. (Not approved by the Board.)

    C. That the Editor of *Proceedings* not be a member of the Board of Directors.

    D. That the Editor of *Continuing Higher Education* not be a member of the Board of Directors.

    E. That the Editor of *Continuing Higher Education* and the Editor of *Proceedings* be appointed by the Executive Committee for one-year terms, renewable any number of times, and that the appointments be made on the basis of the persons' professional credentials for the respective editorial positions. (The Board took no action on 1.C., D., and E., inasmuch as these recommendations were addressed in proposed constitutional amendments.)

2. The Committee felt that *5 Minutes With ACHE* can have very great value in commun-

icating especially information that has temporary value as well as materials and information that should be disseminated quickly. Concerning this publication, the Committee recommended to the Board of Directors:

A. That it be published ten times a year, normally have four pages, and be edited by the Executive Vice President. (Adopted by the Board.)

B. That an artistic masthead be professionally designed; that it carry a clear designation of the organization issuing the publication as the Association for Continuing Higher Education; and that, to maintain the fold for mailing purposes, a gummed sticker be used rather than a staple. (Accepted as suggestions subject to the Editor's judgment and Board review.)

C. That, among the kinds of things published in 5 Minutes With ACHE, the following be included: personnel changes and promotions; job openings in Continuing Education at member institutions; any additions to membership on the Association's Committees after a general announcement of memberships on Committees has been made; reports on legislative action; mini-surveys conducted by the Association on policies and practices in the Association's member institutions, e.g., weekend colleges, suggestions for new techniques to promote programs, etc. The Committee recommended that lists of new members be mailed at regular intervals as supplements to 5 Minutes With ACHE - to be inserted into members' copies of the annual Directory of members. (Accepted by the Board as suggestions only, subject to the Editor's judgment and Board review.)

3. With reference to Continuing Higher Education, the Committee recommended the following to the Board of Directors (in addition to its recommendations concerning the Editor as stated in No. 1 above):

A. That this publication contain information of more permanent value than that communicated through 5 Minutes With ACHE; that it give special attention to professional articles - which might include the printing of presentations made at national conventions or regional meetings; that it give reports of surveys and results of research; that it draw attention to new programs, trends, and innovations in the field of Continuing Higher Education; that it refer members to recent publications of interest to persons administering programs of Continuing Education; that it have some opinion articles; that it give increased space to regional reports which focus on the content of regional meetings and the important things that happen rather than the incidentals; that it contain much of the "nuts and bolts" of administering Continuing Higher Education programs, with solutions devised by various institutions to meet rather common problems; that "From the Dean's Desk" be continued as an especially valuable column in the publication; that minutes of meetings of the Board of Directors and of the Executive Committee be reduced to a summary of actions taken when they are printed in this publication, and that minutes of CAEO meetings and reports on CAEO work be similarly reduced to a summary of actions taken; that the list of officers (national and regional) and committee members be published only once a year; and that "Presidential Perspectives" be published only when the President has something important to say to the members.

Also, that "Editorial Echoes" and the table of contents be dropped; that the program for the Annual Convention be distributed as a special promotional piece; that the Continuing Higher Education publication should not include jokes, letters to the editor, or persons seeking positions; and that such things as positions available, forms for surveys and assistance, etc., be included in 5 Minutes With ACHE. (Adopted by the Board as suggestions only.)

B. That the format for Continuing Higher Education be similar to that of four samples the Committee selected from a large collection of publications it has assembled. The samples were very much alike, and the Committee submitted all four of them to the Board. The format involves having sheets cut to 11" by 17" size folded to pages of 8½" by 11" size. The Committee suggested that the pages ordinarily have three columns and have two colors of ink printed on white paper; it recommended that issues normally have about 16 pages. (Received by the Board with a decision that any changes would not become effective until the first issue of Volume No. 27.)

C. That the name of Continuing Higher Education be changed to Continuing Higher Education Bulletin to reflect its new format and content. (Not adopted by the Board.)

D. That the Executive Committee investigate the possibility of accepting commercial advertising relative to the Association's goals to help cover some of the publication's costs. (Rejected by the Board.)

E. That feature articles be solicited regularly from the Association's entire membership as well as from persons who are not members of the Association, including students in graduate schools. (Adopted by the Board.)

F. That the dates by which the quarterly issues are to be mailed be changed to January 1, April 1, July 1, and October 1 (and that the dates not be included in the By-laws). (The Board voted to propose a change in the By-laws, calling for the Board to establish the date of the mailing of each issue - with an understanding that the dates recommended by the Publications Committee would be adopted if the amendment to the By-laws is approved.)

4. With reference to the Directory, the Committee recommended to the Board of Directors that the section of the Directory on "Member Institutions" list only the institutional representative and one alternate for each member institution. (Rejected by the Board. The Executive Vice President was given discretionary power to revise the Directory format and size.)

5. Concerning the promotional folder designed to explain the Association to prospective new members, the Committee recommended to the Board of Directors that the folder be reviewed annually by the Publications Committee with reference to format, layout, and art, and by the Membership Committee with reference to content. (Amended by the Board to read "in cooperation with the Executive Vice President," and then approved.)

6. The Committee felt that the Association should have the following publications, stressing quality rather than quantity:

A. 5 Minutes With ACHE
B. The Continuing Higher Education Bulletin
C. The Directory
D. The Program for the National Convention (designed as a promotional piece)
E. The Proceedings
F. A folder to promote membership in the Association.

(Amended by the Board to add the ACHE-NUEA Joint Report, and approved except for the name of the quarterly publication.)

7. The Committee recommended that there should be an Editorial Board for the Continuing Higher Education Bulletin; that the Publications Committee (which the Board approved as a Standing Committee in November of 1977 and which the Board then charged to meet annually for an in-depth review of publications) serve as

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this Editorial Board; and that the Board have four members with representation for four-year public institutions, four-year private institutions, two-year public institutions, and two-year private institutions. (Not accepted by the Board.)

8. The Committee had general expressions of interest in the editorship of the Continuing Higher Education Bulletin from three members of the Association. The Committee recommended, however, that the Board seek applications for the editorship from the entire membership of the Association; that it advertise the honorarium the Association will pay the Editor (perhaps $300.00 per issue to the person, plus $100.00 per issue to the institution with which the person is associated - for office expenses); that it require the person selected for the editorship to have the likelihood of being available for the editorial work for more than one year; and that the person selected for the editorship have institutional support for his/her work. Hopefully, a person can be found to serve as Editor who has reasonably priced facilities for quality printing and for fast distribution in his/her locale. The Committee suggested that the Board direct candidates for the editorship to send to the Chairperson of the Publications Committee a resume of their experience related to the editorship, some samples of their writing, a statement of their likelihood of being available for the editorial work for at least a couple of years, a statement of institutional committment supporting their application and assuring that the necessary time and facilities will be available, and a statement of how and where they propose to have the publication printed and where they propose to have the publication addressed - with estimates of time required and costs involved. (The Board noted that the amounts and types were suggestions only. It accepted the recommendation subject to approval of the proposed Constitutional amendment to be acted on by the membership at the annual meeting in Ft. Worth, and subject to a vacancy occurring under conditions in which the Editor should be appointed. It later decided that the Board should form the screening committee from its own members.)

9. The Committee had collected many samples of logos used by various institutions, associations, and companies; and it presented this collection to the Board to help in clarifying what a logo should be. It also submitted three samples of logos which graphically say "Continuing Higher". The Committee recommended that the Association's entire membership be invited to present possible logos for adoption by the Association; that there be a contest announced to the members - with a prize of a free registration to the 1979 annual convention being offered to the winner (even if the winner's proposed logo is not adopted by the Board as the Association's official logo); that members be directed to submit their proposed logos to the Chairman of the Publications Committee by July 1, 1978; and that the Publications Committee select from the logos submitted the five it considers best - to be presented to the Board of Directors in November of 1978 for the possible adoption of one of them and for the determination of the winning contestant. (The recommendation was amended by the Board to exclude a contest and to encourage suggestions for a logo from non-members; and it was then adopted.)

10. The Committee finally reminded the Board of the following recommendations that emanated from the Committee last year and were already approved by the Board in November 1977:

    A. That the Association's publications be given a higher priority in the Association's budget.

    B. That a Publications Committee be permanently established, that it meet annually for an in-depth review of publications and proposals for new publications, and that its recommendations be sought for the initiation of any new publications.

C. That the Association aim at quality rather than quantity in its publications.

11. Prior to the Board meeting immediately preceding the annual meeting of the Association, the Committee presented to the President for submission to the Board the five logos received which it considered the best proposed by members of the Association and their colleagues. Hopefully, the Board will find one of the proposed logos suitable for adoption.

APPENDIX P

CHAIRPERSON: Lee Porter
Roosevelt University

COMMITTEE ON QUALITY IN EDUCATION

Report 1977-78

The purpose of the ACHE Committee on Quality in Education is to assist the Association in its goals of quality in higher education. Its goals are to: (1) seek out and report on misleading, bogus and detrimental activities of purported higher education; (2) recommend appropriate action to the ACHE Board; and (3) cooperate and seek support of others to eliminate degree mills.

The first four years of the Committee's activity consisted of accumulating numerous reports and articles related to degree granting abuses. A detailed position paper, "Degree Granting Abuses," was distributed at the 39th Annual Convention in Montreal. A summary of the position paper was printed in ACHE's publication Continuing Higher Education. In addition, the staff of the CBS program 60 Minutes used the position paper and related documents in the preparation of a nationally televised segment on "degree mills."

Although numerous degree granting abuses persist, it is gratifying to note that hundreds of questionable institutions have been forced to "close their doors" in the last five years. Florida, Indiana and Illinois are among the many states that acknowledged the problem and took the necessary action to reduce the problem. On the other hand, educators and government officials remain impotent in states such as California where questionable educational practices can still thrive.

Efforts in the past twelve months have concentrated on:

1. Continuation of monitoring new questionable degree granting practices;
2. Assembling information of high quality nontraditional degree programs;
3. Keeping aware of trends in accreditation practices in continuing education.

Finally, we maintain the position on accreditation expressed a year ago. That is, we suggest that no action be taken to recommend ACHE as an accrediting agency for continuing education. Like NUEA, we believe ACHE should explore the machinery to develop a cadre of trained and knowledgeable ACHE members who would be available to assist and advise professional associations on all aspects of accreditation procedures. These specially selected ACHE accreditation advisors could serve, at least occasionally, as members of the teams of the regional accrediting groups.

APPENDIX Q

CHAIRPERSON: William T. Tracy
Marquette University

COMMITTEE ON REGIONS

Report 1977-78

The report of the 1977-78 Committee on Regions is at once a report and a non-report. It is the former because it indeed speaks to the activities of this committee and a non-report because there are virtually no activities to report.

When I accepted the task conferred upon me by Jim McBride it appeared that there were three tasks implicit in the charge.

The first was to monitor the regional changes which became effective at the last annual meeting. To this end, all complaints and problems relating to the new regions were to be passed along to me for resolution and/or transmittal to the Board. No problems were brought to my attention which is exactly the number which I resolved and/or transmitted to the Board.

The second charge was to continue the excellent regional newsletter efforts begun by Gail Nelcamp. As I began to lay the groundwork for this effort, "5 Minutes with ACHE" was born with very fine regional reporting as a primary feature.

Finally it was deemed important to be in contact with and act as a resource person for the Regional Officers. We are about to begin on this program and I invite Regional Chairpersons to contact me for help or with information from their regions.

CHAIRPERSON: Daniel F. Riva
Rollins College

RESEARCH COMMITTEE

Report 1977-78

During the middle of the 1977-78 year the Research Committee was reconstituted as follows: Dr. Daniel F. Riva, Chairman, Rollins College, Florida; Dr. William A. Brotherton, Memphis State University, Tennessee; Dr. Curtis H. Moore, Rockford College, Illinois; and Mrs. Mercedees M. Uzzell, Norfolk State College, Virginia.

Although the Research Committee did approve a questionnaire by R. T. Garnett entitled, The Relationships between Selected Institutional Variables and the Institutional Funding of Non-Credit Activities, the major efforts of the Committee were concentrated on the preparation of a revision of the Hoppe book.

William A. Hoppe's book entitled Policies and Practices in Evening Colleges, 1971 has served well as an authentic resource bank for continuing education administrators, staff, students, and teachers. Last year's Research Committee however, decided that an important service would be performed for the ACHE membership if Hoppe's book was updated. This important task has fallen to the current Committee.

Although a copy of the original Hoppe questionnaire which was sent to the ACHE membership in 1969-70 could not be found, a new Survey form was developed using the contents of the original Hoppe book as a guide. At the time of this writing, comments on the Draft Survey Form from key members of ACHE are being analyzed prior to developing the final questionnaire.

It is anticipated that the final questionnaire will be sent to the ACHE membership during December 1978 and that the new revised Policies and Practices book will be completed by November 1979. The success of this project will depend largely upon the cooperation of the ACHE membership as the information which will be developed from their responses to the questionnaire shall constitute the basis for the new book.

The entire Research Committee has accepted reappointment for the coming 1978-79 year so as to provide continuity on the Hoppe book revision project.

CHAIRPERSON: Dawn Cooper
Tompkins Cortland Community College

TWO-YEAR COLLEGE COMMITTEE

Report 1977-78

Activities this Year

The Committee this year spent its energy in a recruitment campaign for two-year college continuing education personnel in various states..

Using appropriate contact people, letters were sent describing the benefits of ACHE membership; an ACHE brochure was enclosed.

This membership recruitment campaign was based upon the model used in New York State for two-year college membership recruitment in 1976-77.

Of course, it will be a year before we can, through assessment of actual membership records, determine the effect of this campaign.

The Committee also worked with the National Program Committee to request inclusion of topics which would be of special interest to two-year college personnel. I think that we can readily see that such topics are on our current program!

Finally, the Two-Year College Committee made requests of all regional chairpeople that in their programming for the year, they give special attention to two-year colleges in their program planning.

Recommendations for Next Year

1. We recommend that next year's Two-Year College Committee delineate an individual to call continuing education personnel in each state in an effort to recruit them to ACHE. Certainly, letters are helpful in creating awareness of the organization, but personal testimony is usually the most effective motivator to membership.
2. Perhaps some policy or procedural recommendations should be made in the area of articulation between two-year and four-year institutions in continuing education fields.

Institution ______________________ Unit ______________________

July 1, 1977 to June 30, 1978

CLASSES

Credit

Undergraduate		Graduate		Total	
No. of Classes	Registrations	No. Classes	Enrollment	No. Classes	Regist.

Non-Credit

No. of Classes	Registration

CORRESPONDENCE

Credit

No. new Registrations July 1, 1977 to June 30, 1978
College
High School
Non-Credit

CONFERENCES

Credit		Non-Credit	
No. Conferences	Registration	No. Conferences	Registration

OTHER

Other Activities (specify type and Registrations, e.g. TV, Radio, Lectures, etc.)

Activity	Registrations

APPENDIX T

CHAIRPERSON: Robert L. MacDonald
University of Pennsylvania

FINANCE COMMITTEE
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1978-79 Budget

		Budgeted 1977-78	Receipts 1977-78	Final 1978-79
Balance on Hand		$ 5,498.35		$8,742.19
INCOME:				
Institutional & Affiliate Dues		$30,750.00	$28,150.00	$31,800.00
Professional Dues		5,000.00	4,201.25	5,750.00
Contributing Dues		625.00	450.00	625.00
Miscellaneous:		1,000.00	4,415.15	2,600.00
Convention Income	$1,000.00			
Periodical	250.00			
Proceedings	250.00			
Other Publications	100.00			
Application Fees	1,000.00			
Interest		1,800.00	1,867.06	1,825.00
Income Total		$39,175.00	$39.083.46	$42,600.00
TOTAL		$44,673.35		$51,342.19
EXPENSES:		Budgeted	Expenditures	Budgeted
Publications:				
CHE		$ 3,600.00	$ 2,944.16	$ 4,500.00
Proceedings		2,500.00	3,512.10	3,000.00
Directories		1,750.00	1,666.30	1,750.00
Brochure & Constitution		750.00	604.85	500.00
5 Minutes		500.00	335.70	500.00
Miscellaneous		100.00	--	100.00
Total		$ 9,200.00	$ 9,063.00	$10,350.00
Office Expenses:				
Secretarial Salary		$ 5,100.00	$ 3,654.47	$ 5,100.00
Reimbursement to OU		6,000.00	2,400.00	6,000.00
Prepaid, 1977 -		(3,600.00)		
Printing & Duplicating		1,000.00	278.35	1,000.00
Equipment rental		300.00	264.00	300.00
Communication		800.00	1,147.45	1,300.00
Audit & Bond		150.00	100.00	150.00
Supplies		500.00	511.63	600.00
Miscellaneous		200.00	198.35	200.00
Total		$10,450.00	$ 8,554.25	$14,650.00

	Budgeted	Expenditures	Final 1978-79
Travel:			
General (Visitation $2,070.97)	$ 4,000.00	$ 4,531.42	$ 6,000.00
Midyear Board Meeting	3,500.00	2,980.61	3,700.00
Program (Speakers)	750.00	284.00	750.00
Committee	2,000.00	1,830.83	3,000.00
Executive Committee	1,000.00	803.33	1,300.00
Total	$11,250.00	$10,430.41	$14,750.00
Board of Directors:			
Annual Meeting	500.00	736.66	600.00
Midyear Meeting	400.00	400.00	400.00
Total	$ 900.00	$ 1,136.66	$ 1,000.00
Annual Meeting:			
Program (Honoraria for non-ACHE speakers)	$ 1,500.00	$ 1,419.36	$ 1,500.00
	$ 1,500.00	$ 1,419.36	$ 1,500.00
Committee:			
General Expenses	$ 5,500.00	$ 2,515.00	$ 3,600.00
Joint Report	900.00	900.00	500.00
Total	$ 6,400.00	$ 3,415.00	$ 4,100.00
Dues:			
ACE	$ 780.00	$ 780.00	$ 840.00
CAEO	100.00	100.00	100.00
Total	880.00	880.00	940.00
Honoraria:			
Editor - Periodical	$ 1,200.00	$ 1,200.00	$ 1,200.00
Executive Vice-President	2,400.00	2,400.00	2,400.00
Total	$ 3,600.00	$ 3,600.00	$ 3,600.00
Presidential Expenses: (Includes Pres. - elect)	$ 350.00	--	$ 350.00
Contingency	143.35	12.00	102.19
TOTAL	$44,673.35	$38,510.79	$51,342.19

BALANCES AS OF SEPTEMBER 30, 1978

SAVINGS:	
Local Federal Savings & Loan	$25,586.46
First National Bank	7,227.04
CHECKING:	
First National Checking Acct # 2 00 138	928.69
TOTAL	$33,742.19
Less: Mandatory Reserves	25,000.00
CASH BALANCE ON HAND	$ 8,742.19

APPENDIX U

CHAIRPERSON: Frank Funk
Syracuse University

NOMINATING COMMITTEE

Report 1977-78

The five-person Committee was appointed in late November, 1977 by President James R. McBride, with the past Chairperson of the Committee as a member. No two members were from the same ACHE Region.

The Committee developed a new nominations form. On February 24, 1978, a copy of the form and a letter inviting nominations as a Region were sent to each Regional Chairperson. The nomination form also appeared in the February 1978 issue of 5 MINUTES WITH ACHE, and on pages 31 and 32 of CHE (Spring Issue 1978, Volume 26, Number 2).

After the established deadline of September 15, 1978, the Chairperson sent to the Committee copies of all nominations and supporting documents with the names of the individuals or Regions sponsoring them. Each member was asked to send back an independent ranking of candidates. These were then compiled by the Chairperson and a Committee average was computed. These results were then sent back to the Committee for any further comment. The Chairperson then telephoned the selected candidates to ascertain their willingness to serve if elected.

The Nominating Committee therefore presents the following slate of nominees:

For President-Elect - Dr. Gail A. Nelcamp

He is presently Dean of the Evening College of the University of Cincinnati, Cincinnati, Ohio. Previously, he served as Associate Dean with Dean Frank Neuffer. He has been a member of AUEC/ACHE since 1964 and has served the Association in the following capacities: Editor of the Proceedings, 1967-78; Chairman of Region VII, 1969-70; Chairman of the Finance Committee, 1971-73 and Committee member 1973-77; Chairman of the Committee on the Regions, 1973-77; Member of the Joint ACHE/NUEA-AACSB Committee, 1976-77; Chairman of Visitation Committee for Wayne General and Technical College; elected to a three-year term on the ACHE Board of Directors, November 1977. In addition, he served on the Board of Directors of NUEA from 1974 to 1976 and was a charter member of the Ohio Council on Higher Continuing Education. He is a National Councilor of Beta Chapter, Alpha Sigma Lambda.

For Director at Large for a Three-year Term - Dr. Leslie S. Jacobson

She is presently Dean of Continuing Education and Director of the School of General Studies at Brooklyn College of the City University of New York. She has been a member of ACHE since 1974 and has served the Association as Chairperson of the Status of Women Committee 1976-77, and as a member of the Research Committee. Dr. Jacobson has been on the program frequently at Region III meetings and served as Region III Chairperson in 1976-77. She is a National Councilor of Alpha Sigma Lambda and was Vice-President of the national scholastic honorary for adult students. She will be the new President of Alpha Sigma Lambda for 1978-79. Dr. Jacobson chaired the national Program Committee for this 1978 annual meeting.

For Director at Large for a Three-year Term - Dr. Wayne L. Whelan

He is presently Associate Dean of the Division of Continuing Education at Virginia State College, Petersburg, Virginia. He also holds the rank of Assistant Professor of Education. He has been an active professional member of our Association for eight years and has served the Association as Chairperson of the Legislative Committee since 1975. He has also served on the Committee on Regions, the International Relations Committee and the Public Information Committee. In 1973-74 he was Secretary-Treasurer for Region V and served as Chairperson in 1974-75. He also was on the Regional Program Committee for five years, was instrumental in initiating the regional Newsletter and was local arrangements/host for the 1978 meeting in Williamsburg. He wrote an article on "Accountability and Continuing Higher Education" for Spring CHE and presented a paper on "Legal Status of the Part-Time Faculty" at the Adult Education Research Conference in April.

Note: If Dr. Gail Nelcamp is elected as President-Elect of the Association, a Director at Large will be needed to complete Nelcamp's term on the Board:

For Director at Large for a Two-year Term - Mr. Charles P. Bruderle

He is presently Dean of University College at Villanova University, Villanova, Pennsylvania. He served as Director of Summer Sessions at Villanova 1963-1972. He has been a member of AUEC/ACHE since 1959. He chaired the Program Committee for two national ACHE meetings, Boston, 1963 and Philadelphia, 1976. He has served as Chairman of the Legislation Committee and was a member of the Public Relations Committee and the Finance Committee. He also served as Chairman of Region IV as well as on regional program, and public information committees. Dean Bruderle is a member of AAHE, AEA and NCEA and has been involved as an administrator in part-time continuing education for over twenty years.

APPENDIX V

ACHE OFFICERS

1977-78

BOARD OF DIRECTORS

Executive Committee -

President - James R. McBride
Canadian Bureau for International Education

President-Elect - Lewis C. Popham, III
State University of New York at Oswego

Executive Vice-President - Howell W. McGee
University of Oklahoma

Immediate Past President - William D. Barton
University of Tennessee

Directors-at-Large -

Stanley J. Gwiazda - Drexel University
Richard M. Lipp - University of New Haven
John W. Mybeck - Purdue University - Calumet Campus
Gail A. Nelcamp - University of Cincinatti
Herman D. Phelps - University of East Carolina
James M. Young - Washburn University of Topeka

Editor - Continuing Higher Education

Clarence W. Thompson

Editor - Proceedings

Josephine P. Meeker - Brock University

Program Committee -

Leslie S. Jacobson, Brooklyn College (CUNY), Chairperson
Allen Austill - New School for Social Research
Frank Funk - Syracuse University
Victor Lauter - New York City Community College
Hy Lichtenstein - Hofstra University
John Mybeck - Purdue University-Calumet Campus
Michael Perillo - Southern Connecticut State College
Lewis Popham, III - SUNY, Oswego
Walter Russell - University of Tennessee, Knoxville

Local Arrangements Committee -

Larry Lauer - Texas Christian University
LynnEtte Kilgore - Texas Christian University
Helen Martin - Texas Christian University

APPENDIX W

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

YEAR	PLACE OF MEETING	PRESIDENT	SCHOOL
1939	New York City	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A. L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S. J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	John Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S. J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York - Buffalo
1967	New Orleans	Ernest F. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, D. C.	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph P. Goddard	University of Tennessee
1972	New York City	William T. Utley	University of Nebraska

1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education

CITATIONS FOR LEADERSHIP

YEAR	PLACE OF MEETING	
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, D. C.	Edwin H. Spengler
1970	Montreal	Daniel R. Lang Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters Ernest E. McMahon
1974	New Orleans	No award given
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	No award given
1977	Montreal	No award given
1978	Fort Worth	John B. Ervin